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ABSTRACT

Volume 2 of the six-volume articulated elementary education career guide deals with the career awareness level of career education and aims at developing student career identity. The lessons in the volume are divided and color-coded by grade level (early childhood, primary levels one, two, and three corresponding respectively with grades K-three, and are categorized by subject area and career cluster (12 clusters in all). Each lesson includes references, instructional objectives, input (procedures), output (activities), and evaluation. Representative unit titles include: "School Workers," and "Mother's Career" for early childhood; "A Carpenter and His World of Work," "Occupational Study Via Peabody Kit No. 2," "Career Awareness and Workers of the Week," "Rocks, Minerals and Career Education," and "What Will I Be From A-Z?" for the primary levels. Altogether there are three lessons for early childhood and 36 for primary levels. (JR)

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Volume

# Elementary Career Education Guide

2

# CAREER AWARENESS— PRIMARY

Career Development Project
435 Tenth Avenue Northwest
Watertown, S. Dak. 57201

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## DEDICATION

This resource guide is dedicated to the Watertown elementary faculty, their principals, and administrators.

It is evidence of their work and commitment to the main thrust of the Career Development ideal, the self-actualization of every student who passes through the Watertown school system.

A special salute is made to the school board and residents of the Watertown community. Without their support these lessons and units would not be written.

Career Development Project

Watertown Ind. School Dist. No. 1

435 Tenth Avenue N. W.

Watertown, South Dakota 57201

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August 1973

## PREFACE

The elementary faculty members of Watertown hope that the pioneering efforts expressed in this resource guide will assist other educators in converting their curriculum to one with a Career Development impact of their own creation.

The Career Development staff is grateful to other Career Development projects for their sharing of guides and materials, the influence of which cannot always be calculated fully.

It is not the thought of the Watertown teachers that this resource guide is complete and flawless. It is built to enhance the existing curriculum in Watertown, and to express the genesis of a new way of approaching education for American children. This is articulated to better prepare students for the multi-demands of the World of Work in a technological society. New ways of meeting this challenge continue to reveal themselves to our staff members.

The authors of this resource lesson guide desire to remain open to the challenge of the future and expect to continue to change as better methods appear to be successful with students.

Watertown teachers are excited by the possibilities of their Career Development Program and the motivating force which it provides for pupils such as this third grader, who, sans grammatical accuracy, yet with poetic expression summed up how he felt about a field trip in this way, "I had joy all over me when I saw 'them' interesting things they were doing... and I remember what you said what 'them' legs were. Here is the answer, railroad ties, and I thank you truly for 'tacking' us there." There is, also, the sophisticated note to President Nixon from a fifth grade boy just before the 1972 elections. "If you do as well in the elections as you did in the mock elections at our school, you will win... I am getting a very good 'grounding' in being a superintendent of schools." Then, there was the fourth grader who wrote under an illustration, "Be polite when you ask for a job, and look 100%, and get right to work, and help others. Are you polite when you ask for a job?" Watertown teachers expect to continue to add worthwhile and viable material to this guide and do not feel that its production is finished. Will you, also?

# INTRODUCTION

## CAREER DEVELOPMENT "A, B, C's" FOR THE TEACHER

Helen K. Dickson
Elementary Curriculum Specialist
Career Development Project

### WHAT IS THE GOAL OF CAREER DEVELOPMENT?

The goal of Career Development for K-12 is the self-actualization of every student. When a student understands himself in true perspective, he will be able to realistically set life-time goals and meet them. He needs to know his strengths. He needs to understand and be able to deal with his weaknesses.

### WHAT COMES BEFORE SELF-ACTUALIZATION?

In order to have achieved these top priorities, he needs to have developed a set of values capable to assisting him to a sound philosophy of life. He needs, also, to have made a career choice, thereby gaining some individual autonomy in his life. He needs to feel, and have others agree that he can make mature decisions.

### HOW CAN COUNSELING HELP?

Counseling can assist students toward making decisions which lead to self understanding. It can help these students resolve problems and lead them to relative happiness-success through their value setting.

### WHAT HELPING ROLE DOES CURRICULUM PLAY?

A curriculum geared to Career Development can help students toward wise career choices through a diverse knowledge of the World of Work and the occupations it contains.

### THE MOTIVATING FORCE OF CAREER DEVELOPMENT

In Career Development children are provided with a strong motivating force for becoming educated by relating careers and the World of Work to their existing studies. This can be achieved through an active blending of the academic with the vocational, integrating one into the other, and producing an educational impact which makes SENSE to the student, thereby releasing his human potential.

WHO COUNSELS IN ELEMENTARY SCHOOLS?

On the elementary level, trained counselors are few. Their work is diffused and meaningless to many of the children they need to serve through no fault of the counselors themselves. Existing counselors are overburdened at best, and find it virtually impossible to meet the demands of the work which confronts them. Effective counseling, then, falls squarely into the hands of the teachers, burdened as they are, and confronts principals whose training has often been authoritarian-centered, a highly acceptable approach in other moments of our nation's development. Career education provides a format for teacher-counseling action.

WHY ARE NEW TECHNIQUES DEMANDED?

Technology, the burgeoning increase in population, the rise and needs of minority races, changed concepts of morality in many homes. The losses of identity for many individuals, especially in the ghettos of our cities, have created an entirely different and often crushing demand on the schools, their administrations, and their teachers. Career education can assist students in finding and understanding themselves and others.

WHAT CAN ELEMENTARY TEACHERS DO?

Personal Recognition of Students

In every small way a teacher can maneuver, (s)he should let students know (s)he cares for them as individuals. A look, a pat, a chuckle go a long, long way.

William Glasser, psychiatrist, and author of Schools Without Failure and Reality Therapy in Los Angeles schools, advises teachers that students are role-oriented today. Because they see themselves being gobbled up by technological society as a number in place of a name, they feel the urge to establish their individual role as a person. From this base they will set their goals, and not before. Teachers, therefore, are challenged to teach from an individualized approach in basic skills such as reading and math. They can, also, recognize the student in individual acceptable personal ways. Goal setting is important to a student's future occupational success. Self understanding will assist him toward decision making when the time comes for it. This understanding should begin very early in a child's formative years.

Decision Making Techniques

Teachers can assist in decision making by encouraging participants in lessons requiring the use of techniques such as the inquiry method, brainstorming, and problem solving. These techniques, learned in the early years, will be applied easily later when career decisions are at hand. They are basic elementary practices in preparation for future years.

Inquiry requires the use of questioning approaches to discussion, while brainstorming includes the outpouring of idea after idea with free wheeling encouraged. Problem solving requires the participants to decide precisely what the problem is, and then suggest a myriad of possible solutions. When many solutions have been contributed the group involved in decision making decides on the best of the possible solutions. These methods need to be established early so that they can be easily used in life decisions.

## Counseling-oriented Lessons

Many counseling-oriented lessons can fit snugly into the informal part of the school day, just before or just after recess and before going home. They can include the teacher-selected books which point to value judgments, child-teacher cooperative creative writing having to do with personal feelings, filmstrips illustrating the needs in personality development, and publishers' curriculum kits which cover the entire gamut of feelings and value judgments. Throughout this guide teachers have been referring to curriculum materials and ideas which will be effective in teaching these lessons.

These do not replace Sunday School; they supplement its challenges, not through moralizing, but through assisting students not only to understand themselves, but, also, to understand others with whom they come in contact.

## Curriculum-oriented Lessons -- The Curriculum Recipe

Let us reason, now how a teacher can plan Curriculum. Take any lesson which a teacher needs to teach, analyze it for the possibilities of integrating any of the eight different levels of Career Development awareness and some of the goals which are represented within them. What can one most readily teach presenting the subject matter in its best light? Will it be self, career, economic, or education awareness? Will it be appreciation-attitudes, beginning competency, decision making or employability? Perhaps to make the lessons especially dynamic several of these objectives may be accented. The teacher should make these decisions on the basis of the World of Work goals fitting the awareness levels which are most effective for these particular lessons.

## Curriculum Tips Toward A Successful Recipe

Now the teacher plans his approach! What occupational cluster will be represented? To what developmental stage does he hope to appeal? What will the teacher present in the way of INPUT to the lesson? How should the children be grouped while receiving the teacher's information? Should they be quiet through the entire INPUT, respond in unison, read and recite, or what? Now, what OUTPUT in the way of activities are the children going to produce? What performance achievement is expected of them? Will they show improvement in understanding concepts and generalizations? How will these be measured in a pre-test and the post-test? What will students actually have learned in the way of factual information that was geared to the World of Work?

Checking Recipe Ingredients

Now, it is time for the teacher to check his plans. Is there some way that this lesson can be more humanistic slanted? Can technology be placed second rather than first? Remember, technology never invented anything. PEOPLE did! Technology does not make faultless checks on technology. PEOPLE often have to be called in to double check and regulate computer decisions. A case in point is the computerized rapid transit system problem in San Francisco. When materials move down an assembly line, it is PEOPLE who made it possible, not the machines. Anyone teaching students should keep this fact well in mind, and transfer the thinking successfully and dynamically to students.

Let us assume that a teacher has checked on the human approach to the lesson. Is every activity in the OUTPUT? Again, is it all 3-R activities which have been written in, or does the teacher have pupils grouping and regrouping for vocational type enhancement as well as concrete-abstract teaching?

Next, check to see if students are to be exposed to a resource person on a field trip, and if so, are teachers going to follow advice in CAREER EXPLORATIONS, DESIGNS FOR FIELD TRIP REPORTING, or does anything suffice that might happen on the trip? (See Eric System VT 016 122; Order from: University of South Dakota Library or State Library Commission).

Finally, is the teacher planning at least one of the ten ways outlined in the booklet, CAREER EXPLORATIONS, to reinforce the field trip? Has (s)he thought of a creative reinforcement method of his or her own? Or, are results of the field trip lost forever in a maze of irrelevant published lessons which might appear to be high priority items to the teacher when (s)he returns with the class?

EVALUATING RECIPE OUTCOMES OF CAREER DEVELOPMENT PLANNING

The teacher may have developed a mini-unit, a maxi-unit, or an individual lesson, but it should be integrated into the regular curriculum; it should be relevant; it should be active and contain concrete experiences to blend with abstract concepts which are meaningful. This means active participation to illustrate passive ideas, i.e., the order of the successful Career Development units. These can and will, in a dedicated scope and sequence, lead toward SELF-ACTUALIZATION for every student. This is exactly what Watertown teachers were attempting to do when writing lessons printed in this guide.

Each one who moves from early childhood throughout adulthood, in a powerful curriculum such as this, should be more ready to do as Dr. Helling of the University of Minnesota suggests, successfully "integrate self with society" lasting an "entire life".

Could anything be more challenging for the 70's than this? In accomplishing this objective of the 70's, one is planning for the successes of this nation and its people for the 80's, 90's and the year 2000 A. D.

## CAREER DEVELOPMENT RATIONALE AND THEORIES

RATIONALE:

After reviewing the literature in regard to Career Development theory, and discovering the works of Ginzburg, Ginsburg, Axelrod and Herma, Donald Super, and those of John Holland, as well as others, one reasons that an understanding of the theories should assist greatly in the development and understanding of curriculum.

THEORIES:

According to Samuel H. Osipow, Prof. of Psychology, Ohio State University, we know a number of generalizations about career development. It is a socially bound process, is characterized by changes both within the individual and external to the individual, is often accompanied by anxiety, the fear being implied of choosing something at which one may fail, and choosing something that one does not like. Abilities play an important role in Career Development and interest serves as a predictive "ceiling", while abilities serve as a predictive "floor".

John Holland expresses the idea that there is something systematic about Career Development preferences. They seem to come about in a developmental manner and are facilitated by particular tasks in significant institutions.

Ginzburg's theory "is developmental in nature of the process" of vocational change, and Super's theory lists life stages of vocational development. The table below compares the two theories as they relate to school children:

Ginzburg:

Fantasy Period - Birth - 11 years
Tentative Period - About - 11 years

A. Interest-Identification and Understanding
B. Capacity-Abilities-Values
C. Transition-Composite View
   Interests
   Values
   Capacities

Realistic Period - Around 18 years

Super:

Growth Period - Birth - 14 years

A. Fantasy: Age 4-10
B. Interest: Age 11-12
C. Capacity: Age 13-14

Exploration Period - Age 15-25

A. Tentative: Age 15-17
B. Transition: Age 19-21
C. Trial: Age 22-24

Roe's Theory emphasized development in another way stating that a child moves toward or away from interpersonal activity in early childhood. Roe developed an occupational classification system which some of Osipow's research data refutes.

John Holland postulated six types of individuals: the realistic, the investigative, the social, the conventional, the enterprising, and the artistic.

Osipow points out that it is important that factors lying outside the individual be taken into consideration such as social class membership, sex, race, sometimes finances, the state of the economy, and where a person lives. All of these social systems are brought to bear in career development.

Super often discusses the vital importance of the Self Concept and lists suggested vocational development tasks:

Preschool Child

1. Increasing ability for self-help.
2. Identification with like-sexed parent.
3. Increasing ability for self-direction.

Elementary School Child

1. Ability to undertake cooperative enterprises.
2. Choice of activities suited to ones' abilities.
3. Assumption of responsibility for one's acts.
4. Performance of chores around the house.

CONCLUSIONS:

The Career Development staff has chosen to use Super's Theory chiefly as a basis for planning since Self Awareness plays a large part in curriculum. We feel this concept is important for elementary children.

It would seem that the vocational developmental tasks of Super are reasonable ones. It also, appears to some of our Watertown principals and to the curriculum specialist that ages 9 and 10, about the fifth school year, students vary as to a Fantasy Stage and/or a Beginning Interest Stage. Because of mental maturity, some children in the chronological age of ten, may be displaying more interest orientation than fantasy thinking.

Curriculum workshop people have identified the years K-4 as a Fantasy Period and the sixth school year as being more of a "Growth-Interest Period". Noting Ginzburg's statement that the "fantasy period" changes to a "tentative period" near age 11 years, we have identified the fifth school year as being a "Growth-Fantasy + Beginning Interest" period.

One might note that Ginzburg and Super's Fantasy periods seem to cover about the same chronological ages of children.

We would agree with Osipow that "programming of career education should not be too rigid or too tightly conceived, that new ideas of career education recognize the developmental nature of careers, that changes occur with growth and maturity, and that attitudes are continually being formed toward making educational and vocational decisions."

## CLUSTERS

Watertown, South Dakota schools use twelve elementary curriculum clusters to allow a practicable application if the core approach is used in the reorganization plans of the junior high school.

Agribusiness
Communicative Arts
Consumer and Homemaker
Construction
Financial and Business
Health Occupations
Hospitality and Recreation
Manufacturing
Natural Resources and Environment
Personal Service
Public Service
Transportation

Watertown examples of occupations are shown here for each cluster. This is not to imply exclusion of occupations outside of Watertown. It is merely organized in this manner for the sake of references and easy understanding.

## CLUSTER EXAMPLES

### AGRIBUSINESS

1) Livestock Feeder
2) Dairy Farmer
3) Veterinarian
4) Poultry Processor
5) Hatchery Manager
6) Seed Processor
7) Feed Processor
8) Government Agent
9) Implement Dealer
10) Farm Management Specialist
11) Farm Products Manufacturer
12) Farm Insurance Agent

### COMMUNICATIVE ARTS

1) Radio Announcing
2) Journalism
3) Newspaper Advertising
4) Printing
5) TV Production
6) Freelance Journalism
7) Sign Design
8) Library Science
9) Music Instruction
10) Music Merchandising
11) Artist or Ballet
12) Drama
13) Computer Science

### CONSUMER & HOMEMAKER

1) Food Service Manager
2) Dietician
3) Drycleaner
4) Clothing Store Manager
5) Fabric Store Manager
6) Interior Decorator
7) Upholsterer
8) Flower Shop Manager
9) Landscape Architect
10) Extension Agent
11) Butcher
12) Supermarket Manager

### CONSTRUCTION

1) General Contractor
2) Architect
3) Draftsman
4) Carpenter
5) Electrician
6) Heating & Colling Contractor
7) Landscape Architect
8) Building Products Wholesaler
9) Plumbing & Heating Wholesaler
10) Glass Contractor
11) Cement Products Manufacturer
12) Realtor

CLUSTER EXAMPLES (continued)

FINANCIAL & BUSINESS SERVICES

1) General Banking Services
2) Trusts
3) Banking Loans
4) Credit Bureau
5) Insurance Co.
6) Accountant
7) Insurance Agency
8) Realtor
9) Office Machines
10) Commercial Loan Office
11) Commercial Property Management
12) Chamber of Commerce

HEALTH OCCUPATIONS

1) Hospital Administrator
2) Nurse
3) X-Ray Technician
4) Physical Therapist
5) Physician
6) Mental Health Administrator
7) Nursing Home Administrator
8) Dentist
9) Dental Assistant
10) Optometrist
11) Optician
12) Dental Lab Technician

HOSPITALITY & RECREATION

1) Game, Fish & Parks Department
2) City Recreation Director
3) Sporting Goods Manager
4) Movie Theater Manager
5) Nightclub Manager
6) Bowling Alley Manager
7) Athletic Director
8) Boy Scouts-Girl Scouts
9) Travel Agent
10) Motel Operator
11) Sports Editor
12) Flight Instructor

MANUFACTURING

1) Quadee (Rubber Products Co.)
2) Midtex (Electronics Parts Co.)
3) Monument Works
4) Chickasha (Mobile Homes)
5) Schweigers or Pepsi Bottling Co.
6) Concrete Products Co.
7) Woodworking Co.
8) Poultry Processors
9) Sign Manufacturing Co.

NATURAL RESOURCES

1) Weather Bureau Representative
2) Conifer Nursery
3) Game, Fish & Parks Department
4) Soil Conservation Service
5) County Extension Office
6) Sanitation Department
7) Water Purification Department
8) Bureau of Reclamation
9) Sand & Gravel Company
10) Lumber Yard
11) Fish Hatchery
12) Army Corps of Engineers

PUBLIC SERVICE

1) Model Rural Development
2) City Government Administration
3) County Government Services
4) Law Enforcement
5) Fire Protection
6) Municipal Utilities
7) Post Office & Civil Service
8) Employment Services
9) Welfare Office
10) State Government Services
11) School Administration
12) Lawyer

CLUSTER EXAMPLES (continued)

TRANSPORTATION

1) Airline Representative
2) Motor Freight Representative
3) Auto Mechanic
4) Diesel
5) Auto Parts Person
6) Auto Sales Person
7) Iol Pipeline Representative
8) Railroad Representative
9) Highway Department Representative
10) F.A.A. Representative
11) Bus Company Representative
12) Post Office or United Parcel Service Representative

PERSONAL SERVICE

1) Barber
2) Cosmetologist
3) Radio-TV Repairman
4) Watch Repair Person
5) Mortician
6) Child Care Specialist
7) Tailor
8) Gardener
9) Tax Consultant
10) Carpet Cleaning Specialist
11) Furniture Repari Person
12) Taxi-Driver
13) Public Stenographer
14) Pet Shop
15) Appliance Repair Person

## OVERVIEW

The main divisions of this lesson guide are the eight levels of awareness which lead to life-time targets.

CAREER DEVELOPMENT

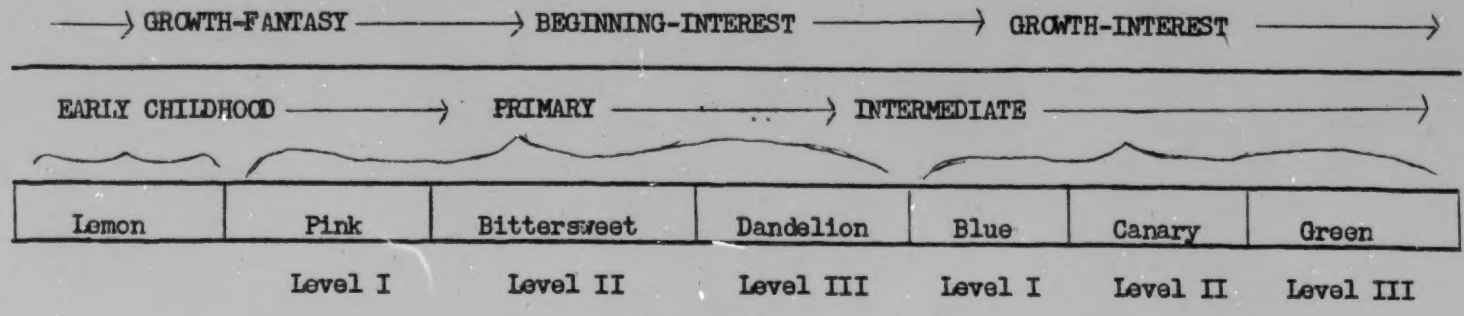
| Objectives | Leading to | Life-Time Targets |
|---|---|---|
| Self Awareness | | Self Identity |
| Career Awareness | | Career Identity |
| Economic Awareness | | Economic Understanding |
| Beginning Competency | | Employable Skills |
| Appreciation-Attitudes | | Social Self Fulfillment |
| Decision Making | | Career Decisions |
| Education Awareness | | Education Identity |
| Employability | | Career Placement |

Within each category, the guide is divided into developmental stages as delineated by Donald Super, vocational authority. Inasmuch as the Watertown philosophy in theory and practice is based upon belief in Individualizing Instruction, we have organized these programs into units with suggested appropriateness for early childhood (kindergarten), primary level (Grades 1-3), and intermediate (Grades 4-6).

This leaves an assignment of levels to the discretion of non-graded teachers as their school needs dictate. Career Development Goals as designed for the Watertown Project appear in their entirety after each level of awareness. They are accompanied by instructional objectives and other criteria basic to an excellent lesson.

Each developmental stage is color-coded corresponding roughly to traditional grade levels to provide guidance to the teacher in determining appropriateness for pupils at various stages. The diagram on page xiii shows in graphic form the progression of Developmental Stages, traditional elementary school levels, and the corresponding color code.

DEVELOPMENTAL STAGE CONTINUUM



CAREER DEVELOPMENT

CAREER AWARENESS

RATIONALE:

Career awareness is a prime and necessary objective of career education. It will lead to a life-time target of career identity.

Career awareness is a knowledge of the total career spectrum and leads to career identity, a role or roles within the World of Work.

GOALS:

In working with this precept the teacher should adopt these goals in the form of concepts and generalizations developed within the instructional design.

* Career choice affects the individuals total life, and the reverse, i.e. ones life style affects occupational choice.

* People work for various rewards and/or satisfactions. Wealth can be accumulated through savings of earnings and investments of career earnings. It will, no doubt, influence career and life style.

* Careers are of a wide variety. In career education they can be grouped by job families within clusters of the total spectrum of careers in the world of work. The job family relationship is that of many occupational workers joining their various talents to accomplish production of goods or services or both.

* Individuals live in a particular geographical location due to the nature of their work.

* There is a strong, influential relationship between life style, personal economics, and occupational roles.

* Interaction with workers help improve knowledge about careers. There is often a range of socio-economic benefits associated with various occupations.

* Technological and sociological changes eliminate and create jobs. Therefore, occupations are related to needs and functions of society.

* Observation of people at work helps improve knowledge about careers.

* Information about careers is needed by all individuals. It is very important that worker qualifications be related to performing basic tasks of various occupations.

* Individuals work to meet personal and social needs.

* A person's career develops in stages as he progresses through education and occupational experiences.

Career Awareness leading to career identity is interrelated to almost every area of awareness. This should be noted by students and teachers alike.

CAREER AWARENESS


| TITLES | INTEGRATION | CLUSTER | PAGE NOS. |
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| School Workers | SS LA | Public Service | 1 |
| Special Clothing & Occupations | SS S A | Public Service | 3 |
| Mother's Career | SS LA | Consumer & Homemaker | 4 |
| **PRIMARY Level I** | | | |
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## CAREER AWARENESS


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| TITLES | INTEGRATION | CLUSTER | PAGE NOS. |
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CAREER AWARENESS


| TITLES | INTEGRATION | CLUSTER | PAGES NOS. |
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INTERMEDIATE
Level III


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CAREER AWARENESS

EARLY CHILDHOOD

# SCHOOL WORKERS

## Public Service Cluster

Early Childhood — Awareness: Career

Subjects: Social Studies, Language Arts

Piloted by: Diane VanSickle

RESOURCES:

School Helpers Poster Service, Allyn & Bacon, SVE, Singer Co.
Our Working World, Sanesh, Lawrence, SRA, Chicago, Ill.
ABC Music for K, American Book Co., New York
School Helpers, Brittanica Films
Family Filmstrips, SVE Workers and Helpers
School Helpers

INSTRUCTIONAL OBJECTIVE:

Given a time when children need to become acquainted and feel a part of their school environment, school children will be able to tell that:

* school workers must work together to make school function.
* work has dignity.
* interviews with workers help improve career knowledge.
* the school custodian and principal provide valuable services to the school.

INPUT:

The lesson about the custodian could be introduced by creating an abnormal physical setting. This would use the problems approach by having the school room door locked. The room would be very untidy with paper on the floor, chairs out of place, chalkboard dirty, etc.

* Circle discussion: What happened today? What was different? Did you like the situation? What did we do about it? Who was responsible? What other things can we find out about him? How?
* Ask the custodian to come to our room for a visit. Before he arrives, prepare questions such as:
  When do you clean our room?
  Do you work outside?
  What tools and equipment do you use?
  How can we help make your job easier?
  Do you like your job? Why?
* Go to the boiler room and see the furnace and equipment for which the custodian is responsible.

* Assign each student a period of time during the day to go with the custodian as he works in other parts of the building at other jobs. The student can report back to the group on his observations.

OUTPUT:

* Draw pictures of the custodian at different jobs. Use them to develop a bulletin board. Informal reports mentioned in above activity.

* The child will learn the following vocabulary: custodian, boiler room, furnace, responsibility, cooperation, interview, etc.

* After reading a book about school helpers, stimulate the desire to draw a picture about the principal as a helper. Have the room cleared of paper and colors to create a problem. This could best be done after the lesson about the custodian.

* Form a circle for discussion on how to solve the problems at hand. We need materials that are not available. How do we get them?

* Go to the supply room to get the necessary materials. How did they get there? Arrange to have the principal there to answer questions. Invite him to come to our room to tell us about his job.

* Dramatize the role of the principal by creating situations in which the principal is needed:
  - hiring of teachers
  - requesting of supplies
  - decision making
  - policy formation

* Draw a picture of the principal at work and develop these into a School Helpers bulletin board.

EVALUATION:

Outcome:

The children will demonstrate a greater understanding of the role of the principal and custodian. They will be able to tell of the tasks performed by the principal and those performed by the custodian.

# SPECIAL CLOTHING ANL OCCUPATIONS

Early Childhood — Awareness: Career, Self, Employability

Subjects: Social Studies, Science, Art

REFERENCES:

Pictures of different workers in different occupations; SVE Puppet Playmates
SVE Study Prints, Singer Co.
Career Poster Series, J. Weston Walch, Portland, Maine
Trade Magazine
Clothing - real - brought from home

INSTRUCTIONAL OBJECTIVES:

Given exposure to the appearance of people occupied in a variety of work, children will be able to tell about the different types of special clothing worn in different occupations.

INPUT:

* Use pictures of different people wearing a variety of uniforms.
* Use hats and occupational clothing samples for display.
* Use Puppet Playmates Community Workers set.

Procedure:

Large and small group presentation.

OUTPUT:

* Try on clothes. (Information role play.)
* Children tell class members about occupational clothing.
* Visit the fire station, police station, office bakery, a store, post office, grocery store, to observe clothing workers wear. (color, uniform, street dress)

EVALUATION:

Outcome:

Children will be able to tell about what a minimum of two of the following workers wear:

| | | |
|---|---|---|
| fireman | baker | meter maid |
| policeman | store clerk | postal worker |

# MOTHER'S CAREER

Consumer & Homemaker Cluster

Early Childhood — Awareness: Career

Subjects: Social Studies, Language Arts

Piloted by: Mary Pietila

INSTRUCTIONAL OBJECTIVE:

Given a design to teach the importance of a career to oneself and to others, children will be able to tell about mother's career.

INPUT:

To help children become aware of the importance of a mother's job. Develop the concept that a mother has many jobs.

* What does a mother do at home?
* What does she do for me?
* How does she help father?
* What does she do for school, church, community?
* Do some mothers have more than one job?
* Does Mother enjoy her job?
* How can we tell if someone enjoys their job?
* Does she do things for you?
* Is her job important to anyone?
* What if mother did not do her job? Who could take her place?

Procedure:

Invite three mothers. Each demonstrates three tasks that they perform. (Mothers compare tasks before coming.) They bring products and evidence of work including tools. Demonstrate specific skills.

OUTPUT:

All children participate in the following activities:

Role play: Mother's raising children
Mother's duties at home
Mother's having fun with the family

EVALUATION:

Outcome:

Each child will be able to tell their name and say something that Mother does on a tape recording.

# CAREER AWARENESS

PRIMARY
Level I

# BACON THIN CRACKERS AND CAREER DEVELOPMENT

Agri-business Cluster

Primary Awareness: Career, Economic

Subjects: Correlate Social Studies, Language Arts, Science

Piloted by: Dena Rosenbahm

REFERENCES:

Social Studies Guides, Encyclopedias, Music Books, Science Books (Found at school)
People Use the Earth, pg. 51 (Picture of salt mines) Silver Burdett, General Learning Corp., Philippines
Stitcher, Whitman Creative Art Book, Racine, Wisconsin
Bacon Thin Crackers, List of ingredients on cracker box.

INSTRUCTIONAL MATERIALS:

After experiencing this foods unit, each child will be able to tell what ingredients, industries, (and job families) go into the making of "Bacon Thin" crackers. Children will be able to tell how "jobs" are all dependent on each other.

INPUT:

The teacher will tell the children the STORY OF RUMPLESTIKTSKIN and they will view the miller as well as the other various doll characters. She will introduce the unit by giving each child a cracker to eat. She will encourage children to use encyclopedias, and will give them ideas about what they might look up about the workers or industries. She will take them on a field trip to a mill and perhaps to a bakery. She will teach songs. She will show a film. The children will, also, view and feel a large piece of rock (Halite) which is salt in crystal form. They will be told about ocean salt and the Great Salt Lake salt.

Procedure:

She will have children in a circle as a group on the floor in front of her. When she introduces the unit and when reading or telling stories in connection with industries it will be the same seating arrangement. (Teacher expects this unit to grow and change as the students interact with the experience.)

OUTPUT:

* Write stories about some workers.
* Make pictures of other workers.
* Go on outlined field trips.
* Use reference books to: (these will spark ideas and tell "how to").
  * make a flower design with crackers.

OUTPUT (continued)

* dissolve salt in water and see what happens after evaporation.

* make an ocean scene using crushed salt for sand on the beach (salt and oceans).

* make a felt pig (bacon).

* sing songs.

* dramatize some occupations or use puppets.

* make flour paste and use it.

EVALUATION:

Outcomes:

The teacher would expect children to be actively searching for pictures and ask good questions about pictures they find. Children will know intelligent questions to ask on field trips. She would expect them to be wholly involved in all activities.

ADDITIONAL COMMENTS:

Children will be pre-tested and post-tested by random selection in the classroom as to their knowledge of the ingredients in a cracker and of the workers to which they will be exposed while on the field trip.

# A CARPENTER AND HIS WORLD OF WORK

Construction Cluster

Primary Awareness: Career, Economic

Subjects: Social Studies, Math

Piloted by: Margaret Evans, Colette Braet

REFERENCES:

Occupational Information
EyeGate Filmstrips #6, Jamaica, New York
Songs About Building
Sears, Montgomery Ward Catalogs for price lists
Elementary Science Guide
Peabody Language Development Kit, Level I
Occupation Cards #2
Tool Cards 1-25

INSTRUCTIONAL OBJECTIVE:

Given the opportunity to develop a unit surrounding the work of a carpenter, children will be able to give a job description in words appropriate to their development. They will be able to select specific tools the workers use from a table filled with tools. They will be able to tell at least two workers who must work well together in building a house.

INPUT:

The teacher will develop an understanding of construction materials, tools, and finished procedures that will aid in building, care and repair of buildings. The children will gain an understanding of a carpenter's vocabulary.

OUTPUT:

* Each child will bring in a tool or picture of a tool and explain its use. Pupils demonstrate the proper use of this tool.

* Show film, STORY OF BUILDING A HOUSE.

* A group of children make an appointment to interview workers and tape the interview. Play this tape to the class--have class discussion.

* Children develop role playing.

* Children develop good oral language in:
  demonstration
  interviewing and asking good questions

* Illustrate different tools and phases of the work.

OUTPUT (continued)

* If possible, visit a house site three times. (Watertown teacher contact Vocational School for visiting construction site of their house building.)

* Children will learn to operate a tape recorder.

* They will show appreciation to "people who help us."

* They will complete pre-tests and post-tests on the story, "Six Construction Workers" by Richard Wood, Level 3.

EVALUATION:

Outcome:

* Children will tell a simple job description, and/or

* Children will be able to recognize at least three specific tools, and/or

* Children will be able to tell at least two workers who need to get along while building a house.

## EXPLORE THE SIGNIFICANCE OF ANIMAL HUSBANDRY

Agri-business Cluster

Primary Awareness: Career

Subjects: Social Studies, Language Arts

Piloted by: Darla Pagel

INSTRUCTIONAL OBJECTIVES:

Given a lesson on animal husbandry, primary children will be able to tell that animal husbandry is an occupational name for a person who takes care of animals for market.

INPUT:

To teach the children what animal husbandry is, the teacher will:

* Give reasons one needs animal husbandry.

  All people require products from animals (food).
  Man needs food for basic survival.
  In the United States money is exchanged for goods.
  Parents work to get money to provide other needs for the family.

* Through questions the teacher will have children understand animal husbandry.

  What is the meaning of the term animal husbandry?
  Answer: a person who manages;
  a person (farmer) who takes care of animals for market.
  Why is working on a farm interesting?
  Answer: You find satisfaction in your work by your finished product and ready for market;
  You find satisfaction in displaying your product for a farm show.

Procedure:

All children will be involved in the class discussion. The children's ideas should all be accepted. If the concepts are misunderstood the teacher will help guide the child's thinking being supportive and encouraging in the discussion. In the classroom the children will be in a semi-circle informal group atmosphere. In a large group the teacher will chiefly ask questions to encourage discussion. During this INPUT portion of the lesson the children should be divided into small groups to remember their questions to ask on the field trip. The Output of the lesson can be fulfilled at the children's desks. The groups of children may be arranged in several ways as desired by the teacher.

OUTPUT:

All children will participate in these activities limited to time factors.

* Collect and cut out pictures of animals which they may raise on their farms.

* Visit a farm of one of the parents which would help explain the questions previously asked.

* Sing and role play the game, "Farmer in the Dell."

* Make a farm scene on a bulletin board with our animal pictures on their farm.

* Find the family brands the children use on their farms and draw them.

EVALUATION:

Outcome:

Children will be able to tell what the occupation of animal husbandry is and will have completed at least one of the output activities to experience things the farmer does.

# A PRIMARY CAREER EDUCATION MUSIC PROGRAM

Hospitality & Recreation Cluster

Primary . Awareness: Career

Piloted by: Pearl Herried and Phyllis Meseberg

REFERENCES:

This Is Music, Allyn & Bacon, Chicago, Ill.

INSTRUCTIONAL OBJECTIVE:

Given occupational songs about a variety of community workers, children will be able to name three community workers named in the songs, and participate in a group musical program.

INPUT:

Teach the songs:

* Workers in Our Town
* The Postman
* Red, Yellow, Green Light
* Stop! Look! Listen!
* The Farmer
* Garbage Men
* The Barber
* At the Barber Shop
* Fire! Fire! Fire!

OUTPUT:

* Children learn to sing songs.
* Children arrange the order in which they would like to sing.
* Children write words about other workers such as: beauty operator, salesperson, parking meter reader, telephone worker.
* Children write music for other occupational singing.
* Children participate in program, dramatizing the workers' tasks.

EVALUATION:

Level of Performance:

A child will choose to:

* Sing a song with a small group; and/or

* Role play three community workers; and/or

* Tell or sing his own poem or song about a worker. The poem or song may be original or memorized.

# IT TAKES MANY WORKERS TO OPERATE OUR SCHOOL

Public Service Cluster

Primary Awareness: Career

Subject: Social Studies

Piloted by: Peggy Horner

REFERENCES:

School Workers, SVE POSTERS, Singer Co., Chicago, Ill.
Our Working World, SRA, Chicago, Ill.
Family Filmstrips, SVE, Singer Co., Chicago, Ill.
Community Workers & Helpers, Group I, [illegible]O SR), Singer Co., Chicago, Ill.
Our Country, Allyn & Bacon
Workers in Our School, EyeGate, Jamaica, N.Y.

INSTRUCTIONAL OBJECTIVE:

Given the need to help children become aware of the various workers required to operate our school, children will be able to list a minimum of three of these people by occupational name.

INPUT AND OUTPUT:

* Enlist the children's help in making a chart list of jobs in the school. The teacher will add to the list.

* Mapping could be used to find out which jobs children are aware of and which the teacher needs to mention.

* Children will take a trip around the school looking for the workers they have listed and for those they have missed.

* Children will visit the office, library, custodian, nurse, cook, music room, teacher's lounge, kitchen, gymnasium, rest rooms, etc.

  Children will ask each to explain his work in the school. (Questions to be determined before the visits.)

  Children will ask questions such as:
  Do you like your work?
  Why did you decide on this work?
  What training did you need to get your job?

* The concept of economics might, also, be pursued

  These people are wage or salary earners;

  They are paid money for their work;

  They receive their money in the form of a check;

  The check may be cashed at the bank;

INPUT AND OUTPUT (continued)

Money can be put in their checking or savings account or taken out by them in the form of cash;

Workers need money to pay for goods and services they require;

The workers have to support homes and bring food to their families;

The money the workers are paid comes from the school system;

It receives the money from the tax collection;

These taxes come from home-owners and others who pay them each year;

School books and paper supplies are, also, paid for with taxes.

* Miscellaneous kinds of educational positions and related services might be pursued:

Specialist in:

- curriculum
- food services
- health services
- bus services
- custodial services
- counseling

Volunteer workers:

- mothers
- fathers
- interested parties

EVALUATION:

Level of Performance:

All children should be able to identify a minimum of three school workers and name their functions.

# JOB SATISFACTIONS IN ANIMAL CARE

Agri-business Cluster

Primary Awareness: Career

Subjects: Science, Social Studies, Language Arts

Piloted by: Kathy Sackreiter and Helen Miller

INSTRUCTIONAL OBJECTIVES:

Given appropriate instruction about farm animals and their care, children will be able to tell why such work is important, and be able to tell some of the tasks a farmer does in caring for a cow, a pig, and chickens.

INPUT:

Given the need to teach children the importance of farm employees, the teacher will perform the following functions:

* Discuss the importance of farm animals and farm employees.
* Develop the concept that all people are dependent on farmers, for food and clothing.
* Have books and materials on farm animals on a multi-library table.
* Show filmstrips on farm animals and their care.
* Take children on a guided farm tour to see the actual operation of the work which goes on.
* Give children an opportunity to ask questions relevant to animal care.
* Display actual farm tools used in caring for: a cow, a chicken, a pig.

Procedure:

Plan the trip so that all children will:

* enjoy their farm excursion.
* be given an opportunity to share the discussion of the information they have gathered, after returning to school.

OUTPUT:

All children will participate in the assignments limited only by time factors.

* Assignments:

Role play: children feeding animals, children caring for animals' quarters, children gathering eggs, children milking cows.

OUTPUT (continued)

* Do creative writing and drawing assignment to tell about real life, farm experience.

* Divide children into two groups. Have children make a bulletin board with one group showing food from farm animals; the other group demonstrating clothing from farm animals.

EVALUATION:

Outcome:

Children should be able to draw a tool used in caring for:

| | |
|---|---|
| a cow | pitch fork |
| a chicken | pail |
| a pig | heat lamp |

If they have visited a very modern farm, the equipment they draw may be more up-to-date than suggestions above.

Children should be able to tell one reason why caring for farm animals is important work.

# (THE) LIBRARY AND READING

Public Service Cluster

Primary

Awareness: Career

Subject: Reading

Piloted by: Frances Hurlbut

REFERENCES:

SVE Family Filmstrips: Community Workers and Helpers
Library Workers (color), Singer Co., Chicago, Ill.

INSTRUCTIONAL OBJECTIVES:

Given the need to acquaint children with the library and its reading facilities, the class will go there on a field trip. Upon completion of the trip, the class members will be able to tell:

The value, importance, and use of a library.
How reading is essentail to explore the interesting things a library holds.
The occupations of library workers.

INPUT:

Procedure:

* Grouping and physical setting:
  on rug in story corner
  divided into two groups in library
  return to story corner
  at tables

* The teacher will help children talk about the things they want to know about a library. (The teacher will make a chart of children's questions.)

  Further discussion will center around:
  responsibility and conduct of all persons in the library.
  presence of workers other than the librarians.

* The Visit

  * Arrangements with the librarian before visit.

  * Review children's questions before going so that they have in mind what they are looking for.

  * Talk about conduct and behavior to and from library.

* Have children watching for interesting things about the way the library is operated.

  * Procedures--check out and check in books; example
  * Uses of different rooms
  * Book mobile exploration

* Have child appointed to thank the librarians.

OUTPUT:

* Develop chart about newly acquired information. (Class sits in semi-circle for contributing.)

* List all of the library workers and their tasks. (Make a job family chart.) Stress that all workers are essential.

* Simulate the library in a room corner. Let children perform occupational roles they would like to pursue.

* Write thank-you letters to the head librarian thanking this individual for hostessing the visit, but, also, telling one interesting thing the writer remembers.

* Simulate library. Show all workers and physical areas of the library with colored construction paper.

* Group letter to parents telling them what was learned and requesting permission to make regular visits to the library.

EVALUATION:

Outcomes:

Children will be able to tell:

* One use that they, individually, plan to make of the library.
* Why they think the library is valuable to others.
* How reading would help them make use of the library services.
* An occupational task of three library workers.

## OCCUPATIONAL STUDY VIA PEABODY KIT #2

Primary Awareness: Career

Subjects: Language Arts, Social Studies

REFERENCES:

Peabody Language Development Kit; American Guidance Service,
Level #2 Circle Pines, Minn.

INSTRUCTIONAL OBJECTIVE:

Given the Peabody Language Development Kit, Level #2, the children will experience a variety of lessons related to the World of Work. They will individually be able to identify occupational workers, their tools, and their working tasks.

INPUT AND OUTPUT:

Consult the kit for a delineation of how lessons can be developed. Specific examples:

pg. 4 -- Concept--the "helping policeman"
" 45 -- Use as it is written and add, "who works in here?"
" 62 -- Children personalize and fantasize working in communicative arts--a newspaper--a magazine--book publisher
" 79 -- Classification of workers
" 99 -- Tasks that people-workers do
Name all the things you can touch if you work in a supermarket, shoeshop, restaurant, hospital.
" 114 -- All of lesson World of Work oriented
" 115 -- Reasoning Time World of Work oriented
" 126 -- Career related words
" 143 -- Integrate with library workers and their tasks
field trip
" 149 -- All of lesson
" 150 -- Information Time World of Work oriented
" 155 -- All of lesson
" 175 -- #102 Vocabulary Bldg. Time and Reasoning Time, pg. 176
" 181 -- Conversation Time; World of Work oriented
" 200 -- Vocabulary Bldg.; World of Work oriented
" 25 -- Vocabulary Bldg.; World of Work oriented
" 287 -- Describing Time; World of Work oriented
Lesson #171 Brainstorming Time; Classification Time World of Work oriented.

EVALUATION:

Level of Performance:

Pupils will individually be able to identify:

* a minimum of five occupational workers from the pictures shown on the occupational cards.

* tell one task each of these workers might perform.

* identify five tools from the tool pictures and be able to tell the use a specific worker might make of each tool.

## OCCUPATIONS OF COMMUNITY WORKERS

Primary

Awareness: Career

Piloted by: Kathy True

INSTRUCTIONAL OBJECTIVE:

Given an Occupational Unit, children in the early primary years will learn what work is, why people work, the importance of their parents' work, what would happen if no one worked, and what would make a job seem easier and more fun.

INPUT AND OUTPUT:

(Designated in attached unit.)

EVALUATION:

Level of performance:

A child should be able to:

* Tell two reasons why people work; and/or
* Tell why they think their parents' work is important; and/or
* Tell what they think would happen if no one worked.
* Tell what makes a job easier and more fun.

# OCCUPATIONS OF COMMUNITY WORKERS

## PRIMARY
## Level I

1. Why teach a unit on occupations?

2. Why teach about careers at this primary level?

3. What kind of results will I expect to see as far as children's attitudes toward the world of work?

   A. Because they want to know about their environment and are naturally curious about the world around them. Work and occupations are of importance to those whose children center their life around parents, relatives, etc. -- to encourage good attitudes toward all useful work.

   B. Willingness to learn about everything without bringing a great deal of prejudice into the picture through bad experiences is a helpful characteristic of a primary child.

Sam Levenson says that, "Each of us is good at something. There is nobody who is good for nothing. You can do things I cannot do. Good work makes you feel good."

Questions used to start the unit off --

1. What is work?

2. Why do people work?

3. Is your parents' work important to you? Does it make any difference to you that your parents work or do not work?

4. What if no one worked?

5. Do most people seem happy in their work? If you worked at a job now, what would make you the most happy or sad while working?

6. What would you need to know that would make your job easier and more fun? (hint) Things you are learning to do right now in school? (reading, writing, numbers, etc.)

   Cite examples: through play, pantomine. (Relevancy of school work can often be revealed by resource people and field trips.)

## FIRST CONCEPT

Let's find out about some work that people do.

A. As a pre-test find out what children know about workers.

Decision to be made answering this question: Should it be done orally, on tape or video tape?

B. Find out what children know about parents work:

1. enacting occupations

2. puppets and puppet show

3. pictures (photos and drawings)

4. visitations from parents

C. Find out what children know about children's work:

1. responsibility to others in family through chores and jobs

2. feelings about doing or not doing work

3. reaction of parents to child's responsiveness to jobs through role playing

4. individual booklets containing and illustrating new vocabulary associated with work in the home

| | | |
|---|---|---|
| a. work | d. home | f. mother |
| b. father | e. help | g. together |
| c. family | | |

## SECOND CONCEPT

Workers who come to your home.

Questions used to lead into this area --

A. After some of these workers are named, ask why they usually come to our home instead of our going to them. What are the advantages of this?

B. What did people do before there were postmen, trash collectors, etc?

C. List some of the people who come to the home.

| | | |
|---|---|---|
| postman | painter | trash collector |
| carpenter | delivery man | telephone repairman |
| baby sitter | newspaper boy | meter man |
| electrician | gardener | |
| fireman | plumber | |

1. Make use of short loop films when discussing firemen, policemen, garbage collectors, etc.

2. We made charts about the tools each worker used. Tools were taken from magazines or the children made them.

3. The "I Want To Be" books are helpful.

4. Children gather articles about workers from newspapers.

5. Important concepts about each of these workers.
   a. what worker does
   b. what tools he uses
   c. what type of clothing he wears

THIRD CONCEPT

Workers who come to school to work.

QUESTIONS:

A. Why do we need school workers?

B. Who is the most important school worker? Or do they all work together to make the school a better place?

C. Activities

1. visitations from workers

2. children visiting principal's office or nurse's office in small groups

3. acting out jobs of these workers in actual situations which do come up

Chart Tablet

| Children draw | This is our principal. He works in an office, etc. |
|---|---|

Possible Occupations:

| | |
|---|---|
| superintendent | counselor |
| principal | custodian |
| teachers | secretary |
| nurse | cafeteria worker |

FOURTH CONCEPT

People who give others pleasure through art, music and drama.

A. Probably much emphasis would be put on how these people felt when creating their art, music, etc.

B. Watching television and reporting on artists, musicians, etc.

C. Invite one of these people to:

1. discuss what he does

2. discuss the tools he uses

3. demonstrate his skill

4. involve children in a simple activity of his area

D. Children can create a display called, "People Who Give Us Fun".

## FIFTH CONCEPT

Many people have special training for the world of work.

A. Many jobs don't require a college education but many do need a special type of education.

B. Examples: barber and beauty shops
carpentry, construction, farmer
assembly line work, etc.
apprenticeships and on-the-job training

## SIXTH CONCEPT

Some people work to keep us healthy.

A. Doctor

B. Nurse

C. Dentist

This discussion should not stop here. Garbage collectors, farmers, policemen, etc. also help keep us healthy.

## SEVENTH CONCEPT

Some people specialize in their work to keep us healthy.

A. X-ray technicians

B. Dental assistants

C. Scientists who specialize in only one area

1. Use outline of human body on a large sheet of paper. Leave room around the figure. Have children look for and cut pictures of people who do a particular job that in some way keeps us healthy. As each child pastes his picture around the edge of the chart, have him tell what that person does and how he helps us keep healthy.

a. Draw a model of a tooth and list people observed in dental clinic who help us take care of our teeth.

b. Students from the dental assisting department of the vocational school can visit the classroom.

Culminating activity

A. Children work in small groups using one of the words from their booklets but leave the key word out. The other child or children try to guess what the word is with their booklets open in front of them. Each child should have a turn at making a sentence and at answering. (Refers to vocabulary booklets made earlier.)

B. Plan a room program to which parents are invited. This may include exhibits, songs, playlets made up by children, also student guides to explain year's work to parents. Concepts such as division of labor, specialization, working together, and taking pride in our work can be included.

C. "Who Am I?" (game or riddle) as a post-test for this unit, ask children orally what they know about workers. This can be done on tape or video tape. It is very interesting to compare the pre-test and post-test.

GOOD ACTIVITIES

1. One person likes to be outdoors and do things with his hands. What jobs might he like?

2. Another person likes to talk with people and stay inside. What jobs might he like?

3. Another person likes to work with machines. What jobs might he like?

4. Another person likes to work with numbers. What jobs might he like?

CAREER EDUCATION AUDIO VISUAL MATERIALS AVAILABLE FOR UNITS

WORK THAT PEOPLE DO

What Do Mothers Do? Filmstrip

What Do Fathers Do? Filmstrip

Our Working World -- Science Research, Chicago, Illinois

Adventures of the Lollipop Dragon -- Society for Visual Education

"Taking Turns"
"Care of Property"
"Working Together"
"Sharing"

## CAREER EDUCATION MATERIALS TO ENHANCE UNIT

WORKERS WHO COME TO YOUR HOME:

Study Prints POSTAL HELPERS SVE, Singer Co., Chicago, Ill.

Story of Building a House SVE Filmstrip, Singer Co., Chicago, Ill.

How We Get Our Home SVE Filmstrip, Singer Co., Chicago, Ill.

Career Doll -- Telephone Repairman

Utilities EDUCRAFT Filmstrip, Dennoyer Geppert, Chicago, Ill.

Fireman Johnny the Fireman SVE Filmstrip, record, Singer Co., Chicago, Ill.

Fire Dept. Workers Filmstrip, SVE, Singer Co., Chicago, Ill.

Study Prints -- Fire Dept. Helpers, Primary Singer Co., Chicago, Ill.

Filmstrip and Cassette SVE, Singer Co., Chicago, Ill.

School Friends and Helpers

Study Prints SVE, Singer Co., Chicago, Ill.

PEOPLE WHO GIVE PLEASURE THROUGH ART, MUSIC, DRAMA:

Utilize school specialists as resource people

MANY PEOPLE HAVE SPECIAL TRAINING FOR THE WORLD OF WORK:

Educraft -- Misc. Services -- Filmstrip (teacher interpret, rather than cassette)
Dennoyer Geppert, Chicago, Ill.

SOME PEOPLE WORK TO KEEP US HEALTHY:

SOME PEOPLE SPECIALIZE TO KEEP US HEALTHY:

Community Workers and Helpers I Doctor's Office Workers
Filmstrip-Cassette SVE, Singer Co., Chicago, Ill.

Community Workers and Helpers II Hospital Workers
Preview cassette -- if too difficult, teacher do simple oral interpretation

Hospital Helper SVE Study Prints Singer Co., Chicago, Ill.

Vocational School trip to Dental Lab

Utilize many resource people

Dentist Filmstrip McGraw Hill, Young America Films, Inc., 18 E. 41st St., New York 17, New York

Policemen:

Police Dept. Helper SVE Study Prints, Singer Co., Chicago, Ill.

Resource people: Invite police workers to school. Ask them to show children police car.

# THIS IS WHERE I LIVE

Public Service Cluster

Primary

Awareness: Career

Subject: Math

Piloted by: F.M. Hurlbut

INSTRUCTIONAL OBJECTIVES:

Given the importance of recognizing and learning the values of numbers children will show they understand the uses of numbers as they simulate mailmen's tasks of reading number addresses.

INPUT:

Given the need to satisfy the children's desire to learn to recognize and use numbers, the teacher will:

* develop the concept that most houses have a number. Children's residences are known by number, as an example.

  every city home is located on a street, avenue, drive, road, route, etc.

  every family has an address by which the mailman, friends, policeman, doctor, etc. can locate them.

* let the children tell their experiences with numbers, make a list of places they have seen or used numbers.

The teacher will develop just one important use of numbers, namely, the number in each child's address.

* House number

* Street number

* Many will know their address, others will need to find out. Be definite in that they write it on a slip of paper (this is not a job for mother or father) and bring it the next day. If someone forgets, maybe a friend, help him remember by calling him on the telephone (another activity).

* The teacher should have a large simple map of the school district with streets and avenues marked, plus directions (north, south, etc.).

OUTPUT:

* At the first session those who know their address can place their house (a square, with name and address on it) on the map. The map should be on a low bulletin board. Continue during the week until all houses are located.

* Let them study the map, find their friends' homes.

OUTPUT (continued)

* Find how many blocks they live from school, etc.

* Play postman. If a larger map, made in sections, can be placed on the gym floor and rolled up when not in use, the children can play postman. Be sure each child checks his mail to see if it is his. If some children need assistance, let another child be his assistant or simulate street addresses at children's desks. Pretend that they are the houses. Street signs can be on the corners at the ends of the streets.

EVALUATION:

Level of performance:

Children will be able to say and write their own street number and address.

# WORK OF A MASON

Construction Cluster

Primary Awareness: Career

Subject: Math

Piloted by: Dena Rosenbohm

REFERENCES:

Geometric Forms Ideal School Supply, Oak Lawn, Ill.

INSTRUCTIONAL OBJECTIVES:

Given the study of the work of a mason children will:

* be able to define a square.
* know how to measure to prove a square is a square.
* be able to tell what a mason is, and why he needs to know math.

INPUT:

For the introduction of the lesson the children will be in a circle for large group discussion. For part of the activities the children will be outdoors (some in large groups and some in small groups).

The teacher will establish that:

* squares have some specific qualities.
* there might be workers in our world who need to know exactly how to make a perfect square.

After moving outdoors the following questions will be investigated by the children.

* Do you see some things outdoors that might be squares?
* How do we know it is a square?
* How do we find out?
* Which is the easiest way of measuring? Why?
* How do you suppose the squares in the sidewalk got there?
* What is a mason? (This would be developed another day.)
* What math concepts does a mason need to know?
* What does he do to make a sidewalk?

INPUT (continued)

Procedure:

All children will take part in discussion. All suggested objects to measure and all ways of measuring will be carried out in small groups. Research about the mason may be done individually or in groups.

OUTPUT:

Children will be allowed choices of these activities. If they have difficulty measuring, more time and assistance should be given.

* Children will suggest various ways of measuring (using a stick, a boy's belt, bit of string, and getting and using a ruler, etc.,)
* Children will measure in different ways.
* Conclusive discussion on which way is better and why.
* Children doing some research about the mason.
* Visit a cement plant.
* Find out what cement is made of and its proportions.
* Measure sand, cement, and water and make a miniature walk (after the form has been made).
* Watch an "on the job" man lay a walk.
* Children may write stories about the job family in cement work.
* Make a square object of colored paper and write its dimensions in inches or feet (these might be "bricks").
* Make a design with many squares, or build a house or fireplace with them.

EVALUATION:

Level of Performance:

* Children will be able to pick out a square cube from a group of objects.
* Children will use a ruler to prove it is square.
* Children will be able to tell what a mason does.
* They will be able to tell how a mason uses math.

# WORKERS OF THE CHILD'S WORLD IN SCHOOL

Public Service Cluster

Primary Awareness: Career

Subject: Social Studies

REFERENCES:

Social Studies texts used in school
Watertown Social Studies Guide
I Want To Be Books (teacher, secretary, etc.), Children's Press, Chicago, Ill.
WOW Family Filmstrips, SVE Singer Co., Chicago, Ill.
School Friends Study Prints, SVE Singer Co., Chicago Ill.

INSTRUCTIONAL OBJECTIVES:

Given lessons from the Social Studies Guide and Career Education goals, children will be able to tell who works at school, how a teacher prepares for her job, and why people go to school.

INPUT:

* Help the children name all of the workers in the building: teacher, principal, custodian, nurse, librarian, aides, special teachers, secretary, etc.

* Invite in some of the workers or go to where they are working and observe what they can do. Guide development of a class chart about them. See Creative Language Arts Activities for chart ideas.

* Read related stories, "I Want To Be" books.

* Show School Friends Study Prints.

* Show filmstrip on school workers.

* Tell how the teacher, herself, had to prepare for teaching. Explain what a practice teacher is. (If one is in the building have her tell about teacher preparation, instead.)

* Initiate discussion of reasons and responsibilities for school attendance.

Procedure:

The children may be seated in small groups on the floor.

OUTPUT:

* Assign one school worker to each child. He must look up that person so that he knows what he looks like. He may see him where he is working or in the schoolroom as a resource person. The child will then draw a picture of the worker.

OUTPUT (continued)

* He will write an experience story telling why we go to school.

* Make a divided picture. One part should show something he thinks is the most enjoyable task of the teacher. The other side could show what he feels would be a teacher's most difficult task.

* Do a chalk mural. Each child could picture himself as a member of the school team.

Title: Here Are Some Important People In Our School

EVALUATION:

Outcome:

Children should be able to:

* Name three school workers; and/or

* Tell one way a teacher learns her or his work; and/or

* Tell a reason why people go to school.

# CAREER AWARENESS

PRIMARY
Level II

# AIRPORT WORKERS

Transportation Cluster

Primary Awareness: Career

Subjects: Language Arts, Music, Reading, Math

Piloted by: Diana Pleines, Arlene Peterson, LaVonne Nicholas, Kathryn Sackreiter

REFERENCES:

"I Want to Be An...", Children's Press, Chicago, Ill.
"Airplanes & Airports", True Books, Children's Press
"This Is An Airport", Bogwell-Follett, Chicago, Ill.
"What Happens When You Travel By Plane?" Cadmus Book Service, Phil., Pa.
"What Does A Jet Plane Do?" Hyde-Dodd Mead & Co., New York
"Come To Work With Us In An Airport", Children's Press

INSTRUCTIONAL OBJECTIVES:

Given the study of airport workers at an airport, the children will be able to tell about job family members of the airport, how these workers are interdependent and of what importance their work is in a community.

INPUT:

* Guest speaker (Pilot, Stewardess)
* Filmstrips
* Slides
* Time table and problems involving airport money exchange for foreign countries with actual money.
* Teaching songs dealing with cluster of the airport and Rhythm Band.
* Reading books set out.

Procedure:

* Stay in desks in room or go to gym.
* One child operates machine; others sit in desks.
* Groups in semi-circle on carpet.
* Group around piano.
* Children gather information by reading books.
* Make and solve time tables, work problems involving till, set luggage weight, bring foreign money.

OUTPUT:

* Puppet show (See Field Trip Guide) CAREER EXPLORATIONS.
* Thank you note to resource person.
* Put a model plane together.
* Booklets on Airport Job Family in Transportation Cluster.
* Visit the airport.
* Eat a lunch or soda at airport and pay for it.
* Write poems and illustrate.
* Make a mural with chalk.
* Role playing: Subject--Airport Workers
* Matching test on Workers and Their Jobs
* Riddle Games -- "Who Am I?"
* Game -- "I am going to the airport and I will see a pilot dispatcher" -- using the Alphabet.
* Make a job family chart. Include the following workers:

Airport Workers' Job Family

| | |
|---|---|
| Passenger Agent | Freight Handlers |
| Skycap | Chef and Kitchen Workers |
| Baggage Handler | Weather Center Clerk |
| Ramp Coordinator | Dispatcher |
| Ramp Mechanic | Pilot and Co-pilot |
| Baggage Handler and Truck | Flight Crew |
| Fueler | Stewardesses |
| Engine Mechanic | Air Controller |
| Washers | Take-off |

EVALUATION:

Level of Performance:

Children will be able to tell:

* What an airline dispatcher does; and/or
* What an air controller does; and/or
* Select one more airport worker. Tell how his work is different from an air controller's work; and/or
* What relationship does a pilot have to the other job family members listed above?

## CAREER AWARENESS & WORKERS OF THE WEEK

Primary Awareness: Career

Subjects: Social Studies

REFERENCES:

Allyn & Bacon (Communities) and 5 areas
Basic Texts--Allyn & Bacon (Communities) Chicago, Ill.
SVE Family Filmstrips, Cassettes, Picture Story Prints, Singer Co. Chicago, Ill.
Posters, Our Working World, Senesh Science Research Asso., Chicago, Ill.

INSTRUCTIONAL OBJECTIVE:

Given a social studies unit on the community and its five areas, (Recreational, Industrial, Rural, Residential, and Commercial) children will be able to tell something representative of the area having to do with the World of Work.

INPUT:

In Social Studies we will be studying the community and its five areas.

OUTPUT:

* Students will each make up a simulation of one area of the community either one-to-one or certain groups assigned areas. After the community is studied, we will study the workers--"Workers of the Week." Each week students will study one worker. (The worker will be a parent.) Students will find own materials. Books, pictures, etc.

* Make a picture of the parent, (the child whose parent is coming will make the picture) and voice balloons of things they do. They will do this Monday through Thursday. This work will carry over into another unit, (perhaps it may be correlated) because this will take 20 weeks -- 20 parents.

* The students will be hosts to one parent a week for 20-30 minutes on Friday. The parent will talk about his or her occupation and return the camera the next week, so it is available for the parent on the next Friday.

* The students will make a booklet--2 pages for each parent--consisting of a drawing of the parent's occupation and statements on one page and photos of the occupation on another page.

EVALUATION:

Level of Performance:

Children should be able to tell:

* the names of two recreational businesses; and/or

EVALUATION (continued)

* name a local manufacturing company; and/or
* what occupation is held by one of their neighbors; and/or
* name one commercial business.

# DESIGN TO TEACH CONSTRUCTION IN A PRIMARY CLASS

Construction Cluster

Primary Awareness: Career

Piloted by: Linda Tulson

INSTRUCTIONAL OBJECTIVE:

Given the study of a ho ing project, children will learn that construction workers are interdependent. They will be able to tell what work is available in a housing project.

INPUT:

Discuss the following:

* Contractor--Hires the workers and is responsible for the finished project.
* Carpenter--Puts up the house by nailing, glueing, and cutting wood.
* Carpenter helper--Helps carpenter by getting any material he wants.
* Bricklayer--Puts bricks and blocks into place.
* Bricklayer helper--Hauls bricks to bricklayer.
* Cement men--Lay cement floors.
* Foreman--Advises men and is the boss on the job.
* Laborer--Does any work anyone may want done.
* Plumber--Installs fixtures and plumbs in water
* Electrician--Installs electric wires and wiring fixtures.

All these people are involved together; if a bricklayer doesn't have a carpenter or if a laborer doesn't have a foreman, or if a plumber doesn't have an electrician their house will not be completed.

* Have these children ask the carpenter questions about his job.

OUTPUT:

* Have children draw pictures of the men at work.
* Ask students what they think they would like to be if they were working in construction.
* Let them make a bulletin board on workers building a house.

OUTPUT (continued)

* Take a field trip to a housing project where men are working and have them guess what each job worker would be called. Explain how the foreman makes sure each is doing his job. They will be able to tell about a blueprint that the architect has drawn and see all the details on it.

  As they are watching they will be able to observe all the math that goes into their work.

  What job seems to need training.

  If they need to figure before they do their work or do they look careless.

  If workers seem to enjoy their work.

  If workers work well together.

* The children will be interested in drawing their own house plans using their ruler. Work in groups of three. Suggest such things as building a small table, box, chair, etc. Supply wood, tools, nails and let them work. It will be rewarding for them to work together and see something they actually made like a carpenter makes.

EVALUATION:

Outcome:

Children will be able to role play a worker in a housing project and have the children guess what work they are doing.

# THE FIRE DEPARTMENT AND THE WORLD OF WORK

Public Service Cluster

Primary Awareness: Career

Piloted by: Kathryn Sackreiter

REFERENCES:

About Our Friendly Helpers, Children's Press, Chicago, Ill.
The Great Big Fire Engine Book, The Golden Press, Racine, Wisc.
Young Scientist the Fire Dept., McGraw Hill, Washington, D.C.
Mr. Charlies, The Fireman's Friend, Lippincott, Philadelphia, Pa.
We Want to See the Fireman, Silver Burdett, General Learning, Morristown, N.J.
The Fire Truck Song, American Book, Co., N.Y., N.Y.

INSTRUCTIONAL OBJECTIVES:

Given the information about the fire department, children will be able to tell information about the job satisfactions of the fireman, why his work is important and how he does his work.

INPUT:

Procedure:

* Establish the reason for having a fire department.

  Develop the concept that people require the protection of a fire department.

  Learn how firemen put out fires.

  Learn about fire fighting equipment and what firemen need to know about it.

  Learn about the fire house, and how firemen must stay there all night.

* The teacher will lead a discussion of planning a fire department trip, will talk about different questions to ask the firemen, and children will go to the fire station by bus. Arrangements for the bus trip will have been made at the fire department.

* Books about the fire department will be placed on the room library table, and the children will be allotted special reading time so that they have the opportunity to see the books. Buddies will be appointed for sharing hard words.

* World of Work concepts will be developed through writing an experience chart about a trip to the fire department.

* Pictures will be drawn of the trip.

* When children get back to school, everyone contributes comments in writing an experience chart story about the trip.

OUTPUT:

* All children will participate in these assignments limited only by time factors. The children will:

  * ask specific questions.

  * all contribute to the chart experience story.

  * draw an illustration of the thing they liked most about our trip.

  * write a creative story about one of the workers at the fire station.

EVALUATION:

Outcomes:

Children will be able to tell:

* what kinds of things make a fireman feel good about his work; and/or

* one reason why his work is important; and/or

* how he does his work.

# IMPORTANCE OF THE GRAIN FARMER

Agri-business Cluster

Primary — Awareness: Career, Economic, Education

Piloted by: L. York

INSTRUCTIONAL OBJECTIVES:

Given the study of grain farming, children will learn a variety of grains and their appearance, the various tasks a grain farmer performs, and how grain farming has dignity.

INPUT:

In order to convey the importance of grain farmers, the teacher will:

* Encourage suggestions as to the various grains and jobs the farmer is involved with.

* Select a variety of grains to experience with your senses.
  corn, oats, millet, rye, barley, flax, wheat

* Name jobs a grain farmer is concerned with.
  Getting machinery ready
  Getting ground ready
  Planting the seed
  Spraying for weeds or cultivating
  Harvesting when ripe

* Attempt to establish the World of Work concepts through questioning.

  * Why do we need the grain farmer? (This brings out the concept of interdependency through specialization.)
    Grain is used for food for people and animals.
    The farmer's grain, when distributed, helps satisfy the balance of supply and demand.

  * Why do farmers farm?
    Personal satisfaction (work has dignity).
    Helps him meet his needs.

  * What could you do to find out why a farmer chooses this profession?
    Interview him.
    Make a questionnaire for distribution.

Procedure:

Informal atmospheres encourage participation. Child may seek any comfortable position as long as he remains in that immediate area (not causing any distraction) during discussion. Accept reasonable contributions openly. Continually encourage participation.

OUTPUT:

All will be continually encouraged to participate.

* Blindfold game (after they've seen samples of different grains).
* Let each feel and taste each type of grain, followed by their description of it.
* Let them listen as it falls to a hard surface.
* Let them smell it.
* Let them look at it to see if their sense impressions were correct.
* Make a seed picture with their favorite grain.
* Let them write a poem to describe their picture.

EVALUATION:

Outcomes:

Children will be able to:

* pick out three kinds of grain and tell their names from a table with grain samples; and/or
* tell how the farmer sprays for weeds; and/or
* tell what the pupil thinks makes a grain farmer's work have dignity.

# JOB SATISFACTIONS OF THE ESKIMOS

Primary Awareness: Career

Subjects: Social Studies, Language Arts, Art

Piloted by: Cynthia Barber

REFERENCES:

Eskimos of Northern Alaska, encyclopedias, multi-texts, filmstrips, recent National Geographic magazines

INSTRUCTIONAL OBJECTIVES:

Given the study of primitive people, the children will be able to tell how Eskimos find satisfactions in their work.

INPUT:

The teacher will try to show how:

* work is important to survival in a primitive society. She will stress the physical requirements for such work. She will talk about the kinds of work pointing out library books which tell about it.

* Eskimos, working together, find much enjoyment in their work.

* a primitive culture occupational role differs from city roles in Alaska, and differs, also, from those careers in the rest of the U.S.

* the children will investigate how Watertown differs from hometowns in Alaska, and how these towns might be alike, and unlike. (The teacher needs to consider the different geographical regions in Alaska when making comparative statements.)

Procedure:

Children shall be given an opportunity to tell about jobs Eskimos perform. In order that all children get to participate, some may share job experiences found in our culture similar to those in Northern Alaska. All ideas are accepted by the teacher. Further research should be inspired if it is obvious concepts are confused. The teacher needs to do current research, also, as Alaskan life is changing.

Physical setting: Children will be seated in a semi-circle and take part in an inquiry and sharing situation.

OUTPUT:

All children will participate in at least one of these assignments:

* painting totem poles carved of balsa wood.

* making and dressing paper dolls in Eskimo costume and in our style of dress.

OUTPUT (continued)

* sketching a dog sled, an Arctic airplane, and type of transportation available for use here in South Dakota.

* writing creative assignment about some Eskimo job.

* working a mural depicting jobs in Alaska among Eskimos.

* drawing variety of shelter now in use in Alaska, or simulating with papier mâché or otherwise.

EVALUATION:

Outcome:

The children will be able to describe three kinds of successful work tasks Eskimos enjoy and feel much satisfaction in doing.

Examples:

* Primitive Eskimos are self-sufficient. They feel happy when they experience success in:

  a bear hunt for food and clothing.

  a successful seal hunt for food, clothing, and heating.

  good fishing results for fresh food.

# PEOPLE WHO ATTEND ANIMALS

Agri-business or Public Service Cluster

Primary Awareness: Career

Subjects: Sci ce, Language Arts

Piloted by: Cynthia Barber

REFERENCES:

Multi-level science texts, filmstrips and pictures of baby animals

INSTRUCTIONAL OBJECTIVES:

Given the study of workers who take care of baby animals, children will learn why the workers enjoy their way of life, that animals require food, clothing, and shelter as people do, that animals respond to their keeper's affection, and that some animals need to be confined for their own protection.

INPUT:

The teacher will provide a resource person who works with baby animals (it may be a farmer or a zookeeper).

Procedure:

Children will listen attentively to the resource person and ask questions about things they especially want answered. They will observe and enjoy the animals and find out if any may be petted or played with before touching them.

OUTPUT:

Upon return to the classroom, children will spend a short time discussing their trip. They will then illustrate and write a creative story about some aspect of their trip.

EVALUATION:

Outcomes:

Children will be able to tell:

* one thing enjoyable about baby animal care; and/or
* one baby animal and the food, clothing, and shelter it requires; and/or
* how an animal shows that he responds to his keeper's attention; and/or
* why a lion cub needs to be protected in our country.

# POSTAL HELPERS

## Public Service Cluster

Primary Awareness: Career

Piloted by: K. Sackreiter, H. Miller

REFERENCES:

Se[illegible] Little [illegible]stmen, Golder Press, Racine, Wisc.
Let's Go To the Post Office, Putnam, Chicago, Ill.
How We Get Our Mail, Benefic Press, Westchester, Ill.
Grandmother's Letters to Her Grandchildren, Vantage Press, N.Y., N.Y.
Our Post Office, SVE Captional Filmstrip, Singer Co., Chicago, Ill.
The Mailman, EBF, Second Education, Filmstrip
Postal Helpers, SVE, Picture Study Prints, Singer Co., Chicago, Ill.

INSTRUCTIONAL OBJECTIVES:

Given a study of the post office in the month of February, children will be able to tell how postal employees do their work and what kinds of services they render.

INPUT:

Given the need to teach children the importance of the postal employees, the teacher will:

* Discuss the need for post offices and employees.
* Develop the concept that all people need the services of the post office and that workers are needed to collect, process, and deliver mail.
* Have books pertaining to the post office on a multi-library table.
* Show a filmstrip on postal employees and work.
* Have children discuss problems which they may want to ask postal employees about.
* Provide situation for buying stamps and mailing letters
* Tour of post office.

Procedure:

All children should enjoy the tour of the post office. Return to school and discuss the trip. Give all children an opportunity to make contributions to be written on the experience chart.

OUTPUT:

All children will participate in the assignments limited only by time factors.

* Assignments:

Ask specific questions
Write thank-you letters
Address valentines
Design a post office mail box
Make contributions for the experience chart
Deliver valentines to mail boxes
Draw a picture to illustrate what impressed you most

EVALUATION:

Outcome:

Children will be able to tell that postal workers collect, process, and deliver mail, sell stamps, postal cards, etc.

# STUDENTS BECOME JOB WORKERS

Public Service Cluster

Primary

Awareness: Career

Piloted by: E. Tucek

INSTRUCTIONAL OBJECTIVE:

Given opportunities to play the role and fulfill the duties of a designated career, children will be able to tell what it is like to be a career worker.

INPUT:

The teacher will construct a bulletin board with the names of various workers. Place on paper penguins or dressed up boy and girl figures in costumes which are appropriate. Characters will be given specific job titles and will perform the occupational tasks assigned here:

## JOB TITLES AND OCCUPATIONAL TASKS

Grand Marshals--a boy and a girl.
* Lead lines out of room for P.E.
* Get milk from the kitchen for milk break and one passes out straws--one takes empty cartons back.

Sanitation Engineer
* Takes waste basket around to each desk before dismissal.
* Empties pencil sharpener.

Board Chairman
* Erases black-boards

Postmaster General
* Takes messages out of room
* Puts up date on the calendar

Mayor
* Leads the pledge
* Answers questions in Help box
* Drops pin before dismissal

Supply Official
* Passes out papers
* Feeds the fish in aquarium

City Librarian
* Cleans reading tables; straightens shelves

OUTPUT:

Children will play their assigned roles.

EVALUATION:

Outcome:

Children will be able to express what it is like to be a worker and/or what made their work dignified, and/or what occupational tasks were assigned to their jobs.

# SUPERMARKET STORES AND THEIR WORKERS

Consumer & Homemaker Cluster

Primary Awareness: Career

Subjects: Math, Language Arts, Social Studies, Music, Art, Spelling

Piloted by: M. Miller and K. Sackreiter

REFERENCES:

SVE Community Workers & Helpers, Supermarket Workers
SVE Picture Study Prints--Supermarket Workers on Bulletin Board
Curriculum filmstrips, Stores in the City

INPUT:

Given the need to teach children the importance of the work of the people in a supermarket, the teacher will:

* Establish the reason for having a store.
* Develop the concept that people need a store to supply their need for food and other supplies the store carries.
* To learn about all of the family of workers in a supermarket.
* Children will be shown filmstrips and study prints about stores and their workers to introduce the lesson.
* A trip will be planned to the store. Children will plan questions to ask the workers.
* Books about the store will be on the library table.
* Materials will be ready for the children to do activities when they return from the trip.

Procedure:

All children should ask their questions of the workers. They should learn about the dignity of work in a store. They should learn the names of the family of workers in the store.

OUTPUT:

All children will be involved in these assignments:

* Make a sack puppet of each worker in a supermarket.
* Divide into groups of four and make a mural.
* Create poetry.
* Sing songs.



* Role play: clerking in a store, managing a store, being carry-out boys.

EVALUATION:

Outcomes:

Children will be able to draw the job family of a supermarket and label each family member; and/or they will be able to tell in a single sentence the major task of each worker. Example: The butcher cuts up fresh meat, labels, prices, and sells it to customers; and/or the butcher works with meat.

# CAREER AWARENESS

PRIMARY
Level III

# BICYCLE SAFETY, OCCUPATIONS, AND COSTS

Public Service Cluster

Primary Awareness: Career, Economic

Subjects: Social Studies, English, Spelling, Math, Science

Piloted by: Sylvia Riter and Arlene Pietila

INSTRUCTIONAL OBJECTIVES:

Given a bicycle safety lesson, children will be able to discuss the economic aspects of bicycle safety.

INPUT:

* Why bicycles can be unsafe.

  Carelessness and showing off
  Not following or knowing the bicycle rules
  Bicycles not being checked

* Questions to help with discussions:

  How many own bikes?
  Did you earn the money to buy your bike?
  Do you need your bike?
  Have you ever had an accident?
  Is there an expense involved in a bicycle accident?
  How many people are involved before you are able to purchase a bicycle?
  How often do we need our bicycle checked? Do we pay to have it done? Who does it? Are they paid?
  How many people can you think of in your town employed on just this project? Do they have other work besides the bicycle trade to support them?

Procedure:

All children can be involved with these projects. Groupings will be organized on the basis of efficiency and effectiveness.

OUTPUT:

* Children can tell experiences of bicycle accidents and what it involved.

* Have a contest and give a prize for the child who writes the occupational titles of the most people involved in working with a bike before it is purchased.

* Invite a highway patrolman to present his program of "Mike the Bike." Children can ask him questions about his job other than bicycle safety.

OUTPUT (continued)

* Watch while bikes are being inspected. Children can ask how much these people make to inspect bicycles and what their job involves.

* Ask an insurance agent how much an accident policy might cost a student. Use the agent as a resource person.

* In math class, establish how much it would cost to buy a bike with some of the children's allowances.

* Children could check with local insurance men to give them the statistics of bicycle accidents that year.

* Bring a bicycle in the classroom and use it for science class--write up experiment.

* Call monitors--Patrolman--plays.

* Bulletin boards--draw bicycles for spelling charts.

For the follow-up the children could write thank-you notes to the different resource people thanking them. Patrolman--storekeeper--insurance man--bicycle inspectors.

EVALUATION:

Outcomes:

Children will be able to tell:

* How much bicycles cost.

* How much insurance against accidents might cost.

## CAREERS AND SPECIAL DAYS

Primary

Awareness: Career, Economic, Appreciation

Subjects: Reading, Language, Art, Penmanship

REFERENCES:

Use any books which have a holiday flavor. Newspapers and magazines are appropriate, also.

INSTRUCTIONAL OBJECTIVES:

Given the study of various kinds of work in conjunction with holidays, children will be able to tell that different special days either create recognition for workers or involve a variety of workers creating work for them.

INPUT:

Example: Labor Day

TEACHER ELICITS INFORMATION

Why are we having vacation Monday? When is Labor Day? What is the meaning of Labor Day and the word "labor"? The teacher reads a story on the history of Labor Day. The teacher leads a discussion on kinds of work done by parents.

Procedure:

Children should be seated where they are comfortable. They should be listening with attention. They should take part in a discussion.

OUTPUT:

* Each child tells how people in his family work to earn a living. (Teacher lists on board)
* Children ask at home and are told the exact name of parents' employers, number of hours at work, special requirements, clothes, transportation, etc.
* Field trips to one or many places of employemnt where parents work.
* Resource parents talk to class.
* Carry out this idea throughout the year with all special days.
* Examples: Thanksgiving -- Poultry processors and supermarket workers
  Christmas -- Greeting card and retail store workers
  Valentine's Day -- Post Office, Mailmen
  Election Day -- Careers in Government

EVALUATION:

Outcome:

Children will be able to tell how different workers are involved with special holidays.

# CARFER AWARENESS AND GRANITE QUARRIES

Natural Resources & Environment Cluster

Primary Awareness: Career, Economic

Subjects: Social Studies, Language Arts, Science

Piloted by: Lorraine Lesner

INSTRUCTIONAL OBJECTIVES:

Given a trip to granite quarries, primary pupils will be able to tell how people are dependent upon granite quarry workers and how the quarry workers work with machines to get out the granite from the deposits.

INPUT:

The teacher will:help children:

* establish the importance of the interdependence among people.
* take a field trip to the quarry. Decide on questions to be asked.
* establish the need of quarries.
* establish the use of quarry materials.
* decide what type of machinery is used.
* decide what happens to the granite, once it is quarried. Elicit group discussion, contribution of answers to discussions.
* decide how granite is formed. Talk about the work of geologists.

Procedure:

All children should be a part of the discussion.

OUTPUT:

* Panel discussion of different types of work involved.
* Draw illustrations of a quarry, simulate with papier mâché.
* Write short summaries of different uses of quarry materials.
* Make maps of where the quarry materials go.
* Write "Thank you" letters to the quarry people for the opportunity to visit.
* Collect granite samples.
* Brainstorm as to workers who might handle quarried materials after they leave the quarry.

EVALUATION:

Outcomes:

Children will be able to draw:

* People using granite in different ways; and/or
* Machinery run by people taking granite out of the earth.

## COOPERATION OF WORKERS

Primary

Awareness: Career

Subject: Social Studies

Piloted by: Janet Shelver

INSTRUCTIONAL OBJECTIVES:

Given the concept that many different workers cooperate to produce a finished product, students will be able to demonstrate in a bulletin board display the job family involved in any product being studied.

INPUT - OUTPUT:

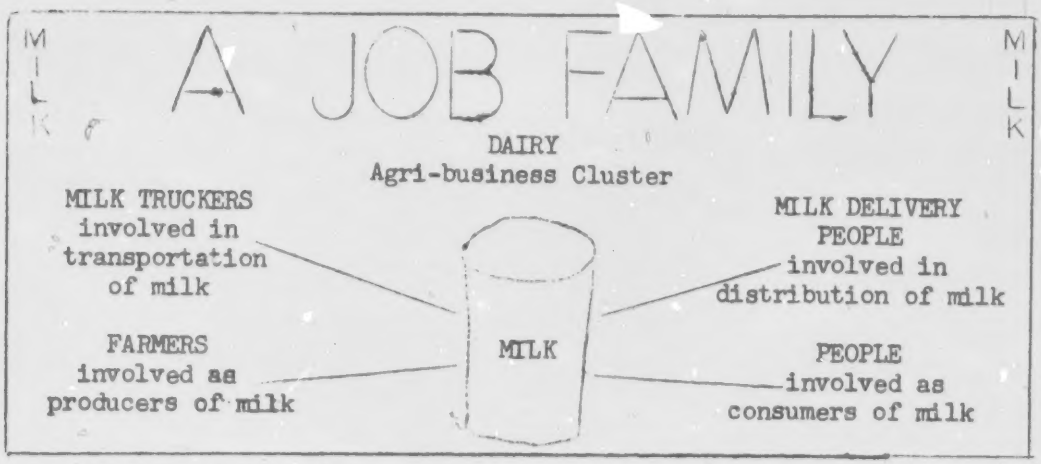
MILK

The central focus for this bulletin board is a glass of milk. All the workers who have had contact with the milk beginning with the farmer until it reaches the consumer are considered as part of this job family within an occupational cluster, agri-business.

The arrangement and design of the bulletin board can be developed according to the creativeness of the people who are working with the unit--teach rs and children become involved.

Some ideas are:

* Snapshots which have been taken when the children have toured or had contact with each of the jobs.
* Art work of the children can be used to illustrate the work and the workers.
* Stories written by the children concerning experiences with the jobs and the workers may be used.
* Book jackets that refer children to specific books in the library for further information may be used.



EVALUATION:

Outcome:

Children will be able to produce a bulletin board demonstrating job families of the particular businesses being studied.

# DENTAL HEALTH WORKERS

Health Occupations Cluster

Primary Awareness: Career

Subjects: Social Studies, Science

Piloted by: Peggy Horner

REFERENCES:

SVE Posters -- Dental Workers
Filmstrip -- Tommy Tooth
Concepts in Science, H. Brace
Modern Elementary Science, Holt, Rinehart

INSTRUCTIONAL OBJECTIVES:

Given information about the proper care of teeth and the occupations involved in tooth care, children will be able to name these occupations and to explain the tasks of the workers. They will demonstrate through charting progress an increased frequency in tooth brushing and a change in eating habits.

INPUT:

Given the need to teach children that proper care of teeth is important, the teacher will:

* Prepare a bulletin board using the dental health posters from Crest or Colgate.
* Prepare a chart for recording frequency of brushing.
* Filmstrip -- Tommy Tooth.
* Resource people: Dentist, Dental Hygienist, Dental Lab Technician. It is stressed that these people produce services. The services are to keep people well.
* Children and teacher will prepare questions to ask resource people to help in understanding the services which they undertake.

OUTPUT:

* Field trip to the vocational school dental section.
* Field trip to dentist's office.
* Recording frequency of brushing on chart.
* Thank you letters to resource people.
* Demonstration of use of kits supplied by Crest or Colgate.

OUTPUT (continued)

* Follow-up at end of next dental check to find out about improvement.

* Puppet show using dentist and technicians as leading personalities to show children why dentists and technicians etc. want children to take care of their teeth.

* Keep a Foods I Eat chart to help children eliminate sweet snacks.

EVALUATION:

Outcome:

Children will be able to tell the occupational name of a:

Dentist
Dental Lab Technician
Dental Hygienist
Dental Assistant

They will be able to tell something about each person's work; and/or will demonstrate through progress charts an increased frequency in tooth brushing and a change in eating habits..

## GRAIN ELEVATOR OPERATORS WORK WITH MANY PEOPLE

Agri-business Cluster

Primary Awareness: Career

Subjects: Social Studies, Language Arts, Math, Science

Piloted by: R. Westgard, B. Rauch, J. Hogstad

REFERENCES:

Parents, County Agent, Government Bulletins

INSTRUCTIONAL OBJECTIVES:

Given the study of a grain elevator operator, children will be able to tell how an operator supplies farm needs.

INPUT:

Given the need to teach children awareness of the work contributions of a grain elevator worker, the teacher will:

* establish the reason one chooses to work in an elevator.
* develop the concept that all farms require: feed, seed, fertilizer, weed control.
* show that the needs are basic to human survival.
* create an awareness of interdcpendence of workers.
* parents work to get money to provide the necessities.
* all jobs have dignity.
* farmers need an elevator to buy, store, and sell grain for the open market.

The teacher will develop World of Work concepts through questions such as:

* Have you ever been to an elevator with someone?
* Why do people work in elevators?
* What type of work is performed by each worker in [illegible] elevator?
* What do we take to an elevator?
* What do we get from an elevator?
* Why do workers wear hard hats?
* When is the "busy season" for the elevator?

Procedure:

All children will participate. All contributions will be acceptable. Teacher guidance will encourage all children to participate in the discussions.

OUTPUT:

All children will participate in these assignments.

* Go on a field trip to a local grain elevator.

* Assignments: Measuring and weighing in math.

Measure grain in pecks and bushels.
Measure pints, quarts, and gallons.
Weigh pounds, pecks, and bushels.

* Construction:

Build elevators out of milk cartons, etc.
Build a miniature farm, planting grain and weed seeds
Show miniature workers at various tasks on the farm, and in the elevator.

* Role playing:

Be an elevator manager and employ workers for the various jobs.
Use toy machinery and go to the elevator.

* Creative writing:

Write stories or poems about going to the elevator and what was seen at the elevator.

* Music:

Sing songs that have to do with cleaning grain, planting grain, and harvesting grain.

EVALUATION:

Outcomes:

* Children will be able to tell that a grain elevator operator buys, stores, and sells grain which a farmer grows. He assists in its loading and unloading to and from the elevator; and/or

* Children will be able to demonstrate how a grain elevator operator might sell feed, seed, fertilizer, and weed control supplies to customers through drawing a picture showing these products in the elevator store, and by placing the operator in the store waiting on customers.

# HEALTH OCCUPATIONS HELPERS

Health Occupations Cluster

Primary Awareness: Career

Subjects: Science, Health

REFERENCES:

Family Filmstrips SVE, Singer Co., Chicago, Ill.
Community Workers & Helpers Group I; Doctor's Office Workers (F210 SAR)
Community Workers & Helpers Group II; Hospital Workers (F210 SAR)

INSTRUCTIONAL OBJECTIVES:

Given the viewing of filmstrips about health occupations, student's will make paper puppets to demonstrate their knowledge of health workers.

INPUT:

* Filmstrips and records will be played.

* Children will use the blackboard to group workers' occupational names.

Procedure:

Children will listen and view. Teacher and students will hold a friendly discussion about what they saw.

OUTPUT:

Children will then draw people participating in the occupations mentioned. Drawings will be cut out and taped on ice cream or popsickle sticks.

EVALUATION:

Outcome:

Children will produce a minimum of one paper puppet to show a health worker.

# WHAT WORKERS ARE REQUIRED TO MAKE A MONUMENT?

Manufacturing Cluster

Primary Awareness: Career

Subjects: Science, Social Studies

Piloted by: Peggy Horner

REFERENCES:

The Earth's Rocks and Soil
Industries in Our Community
Objects in Science; Gammer Series, Watertown Teachers Social Studies Guide
Understanding Your Environment, Silver Burdett, General Learning Corp., Morristown, N.J.
Rock Display, Minerology Lab.

INSTRUCTIONAL OBJECTIVE:

Given instruction about what workers are required to produce and market a monument out of granite, children will be able to name three of their occupational names.

INPUT:

Given the need to teach children that it takes many workers, each performing their own specialized work, to produce and market a monument out of granite the teacher will:

* Establish what granite looks like by having children examine a display of rocks set up on display table.

* Resource person: Invite one of the owners or managers of the Watertown Monument Works to talk with group about the careers involved.

* Field trip: investigate the mining of granite by taking a field trip to the quarry.

* Take children on a field trip to the Watertown Monument Works.

* Develop with children a list of questions to ask workers such as: do you wear special clothes for your work?; do you have special training for your work?; what do you like about your work?; does your work depend on where you live?; what other ways can granite be used?

Procedure:

A group will gather around the display table of rocks and then make a semi-circle around the teacher for discussion.

All children will have "hands on" experience touching granite.

All children will help formulate lists of questions used on field trips.

OUTPUT:

* Thank you letters, by children, to quarry and to the monument works.
* Role playing of the complete process from quarry to grave setter.
* Mural depicting complete process.
* Further research as interest develops.
* Additional resource people invited to classroom as indicated by pupil interest.

EVALUATION:

Outcomes:

Children will be able to list at least three occupational names for workers associated with the making of monuments.

# NEWS REPORTERS

Communicative Arts Cluster

Primary Awareness: Career

Subjects: Language Arts, Social Studies, Spelling, Science

Piloted by: Sylvia Riter, Arlene Pietila

INSTRUCTIONAL OBJECTIVE:

Given the study of news reporters and reporting, children will be able to tell why this work is important in our society.

INPUT:

* Establish the need for a news reporter: locally, state-wide, nation-wide.
* Show the reason why people want news immediately.
* Weather reports--people who depend on weather reporting for a living.
* People who do weather reporting other than news reporters.
* People who depend on news: advertisers, entertainers, politicians, industrial workers.
* Newsmen are interdependent upon other workers.
* Show that news reporting is done in many different ways for many different kinds of communication media.
* Read all information available on news reporting in the Occupational Handbook, etc.

OUTPUT:

* Brainstorm "Why do we need news?" Have children pair off and jot down all the necessary reasons for the news media. All the children's ideas should be accepted.
* Visit a television station and discuss careers involved and the people who put this news on the air.
* Ask questions as to where communications people get weather information. Where do TV and radio men get other news information?
* Go see the cameraman actually taking the picture for a news article and discuss the news that is made.
* Visit the newspaper office and see the newspaper being printed. Assignment: Do a creative lesson about writing a news article for a paper. Have the child actually interview a local business personality and have the group make a newspaper of their own.

OUTPUT (continued)

* All of the children can become involved by role playing a cameraman shooting a famous celebrity; a newsman on the scene of a fire; a newsman telephoning news to the newsroom during a political convention. (To make this a worthwhile project, students must become involved and interested in these careers.)

* Take a newspaper. Divide it into sections such as Front or Back Page, Advertising, Classified, Sports, and have different group members reporting information in a written report about what information appears on these pages.

* Use: Job Families in a Newspaper paradigms as a basis for children's telling the task of workers on such a publication as a newspaper as they relate to the newsman himself. Arrange that a different student learn and be ready to conduct a panel discussion answering the following questions:

  How often might the newsman need to work with each of these workers?

  Have students trace the news after it leaves the newsman's desk to find out the answer to this question: "How many different people in different careers handle the news item before it is seen by readers in the paper?

  How many help the TV station newsman before his news goes out on the air?

EVALUATION:

Outcomes:

Children will be able to demonstrate knowledge of news reporting by selecting to be a specific kind of reporter and simulating the work in a school newspaper; and/or children will be able to tell how a newspaper reporter's work is important to parents.

# RADIO BROADCAST PERSONNEL

Communicative Arts

Primary Awareness: Career

Subjects: Science, Social Studies

Piloted by: G. Kissenger, M. Nelson, C. Noeldner

REFERENCES:

Health, Science

INSTRUCTIONAL OBJECTIVES:

Given the study of the work of radio personnel, children will be able to tell about the kind of workers needed by a broadcast station and the functions which they perform.

INPUT:

Given the need to teach children career awareness regarding persons working for a radio station, the teacher will:

* establish the personnel found in a radio station.
* establish the reasons that personnel have for applying for a job: economic needs, personal satisfaction, social contact.
* What qualifications were required for your job? This type of question is a valid one for resource people.

Procedure:

All children will be an integral part by the mapping of questions which could be asked radio personnel. Each child's ideas should be accepted and each should be encouraged to further discuss. Radio personnel will be on hand for first-hand information. (A parent will be used.)

OUTPUT:

All children will participate in this interview as time permits. Assignment: Question-Answer period: Career involved; skills needed; type of work rendered; how they made money.

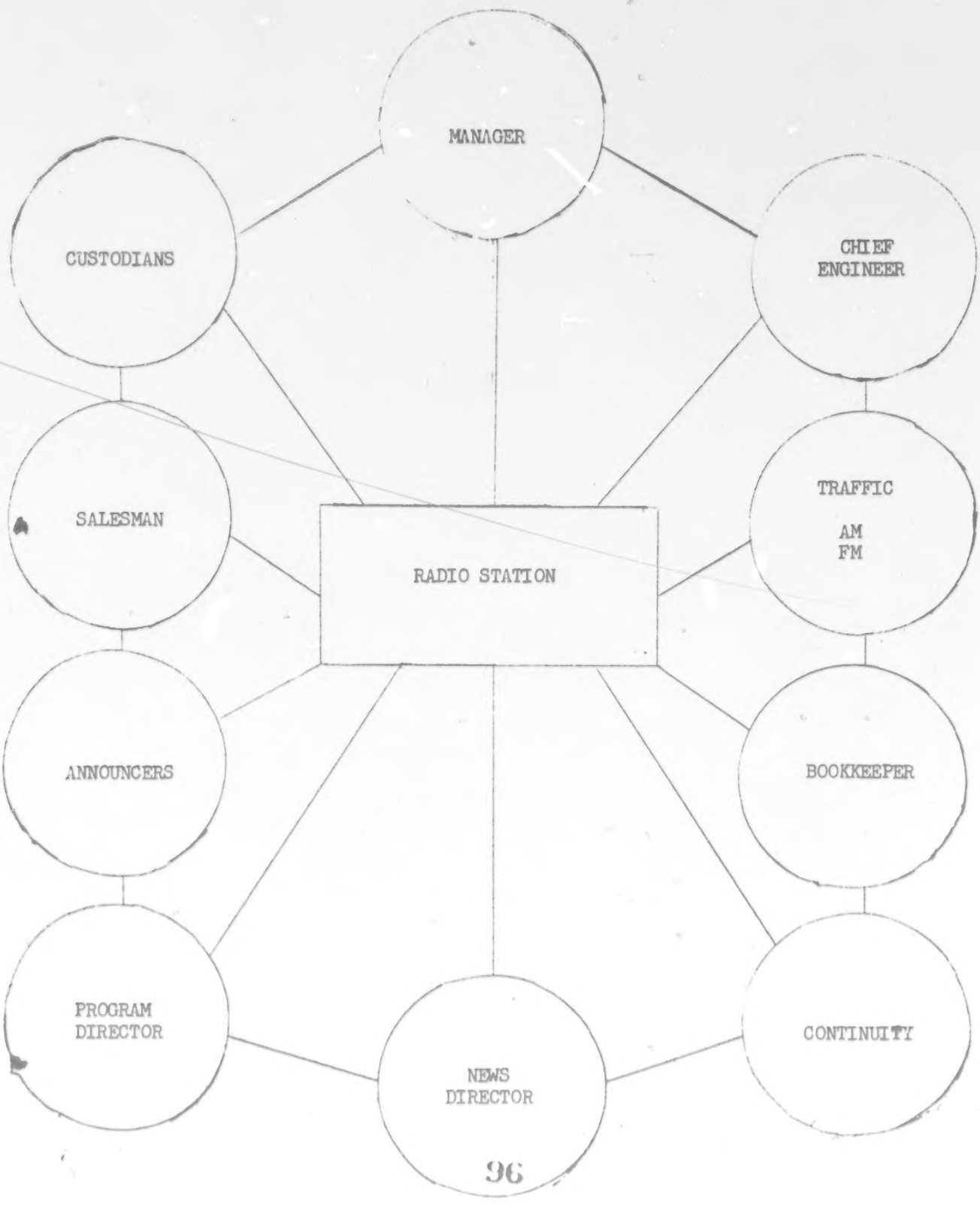
EVALUATION:

Outcome:

Children will demonstrate knowledge of radio broadcasts and workers by acting out a playlet with a broadcasting station as the scene and the workers performing their duties as part of the story.

JOB FAMILY -- RADIO

Communicative Arts Cluster



# ROCKS, MINERALS, & CAREER EDUCATION

Natural Resources & Environment Cluster

Primary Awareness: Career, Employability

Subject: Science

REFERENCES:

Watertown Elementary Science Guide
Multiple Science Texts and Library Books
Rock and Mineral Collections
Resource People

INSTRUCTIONAL OBJECTIVE:

Given a study of rocks, children will be able to cast themselves in the role of a geologist or a jeweler.

INPUT:

Divide the class into small groups with each student participating according to his own ability or skills, i.e. art, writing, and leadership ability. This will be done by the students in each group.

OUTPUT:

* Observe and classify rocks in terms of their hardness, size, texture, color, and formation.

  experiments; individual rock collections (write letters to the University of South Dakota for rock samples); filmstrips; displays and bulletin boards; sand casting; rock tumbling; gem setting.

* Discussion and observation of the erosional processes which contribute to the breaking up of rock.

  field trips; resource personnel, i.e. geologist; highway engineer; parents; farmers.

* Small groups assigned to discover usefulness (value) of all rocks.

* Interview resource personnel.

* Trip to jewelry store and study of precious gems as well as occupational information to be learned there.

* Student observations of store fronts other than wooden.

EVALUATION:

Outcome:

Children will be able to imagine themselves as a geologist and demonstrate to a class how rocks are classified; and/or children will role play being a jeweler and describe precious gems to a visiting class.

# SEARCHING THE IMPORTANCE OF RESTAURANTS

Consumer & Homemaker Cluster

Primary

Awareness: Career, Beginning Competency

Subject: Social Studies

Piloted by: Darla Pagel, Linda York

INSTRUCTIONAL OBJECTIVES:

After this restaurant-consumer lesson, primary grade children will demonstrate that they realize the need for restaurants by writing an imaginary story entitled, NO RESTAURANTS.

INPUT:

Activities related to education lead to beginning competencies. For the INPUT portion of the lesson the children will be divided into small groups according to what job they will have in the restaurant. In the Output section of the lesson the children will be divided according to their role in the classroom restaurant. The teacher may desire to rearrange these groups with her own ideas.

To teach how a restaurant works, the teacher will:

* Give reasons for a restaurant concluded from children's contributions: parents work to get money to provide things for the family; in the United States money is exchanged for goods and services; it provides a place to eat other than home.

* Develop World of Work concepts through these questions: How do cafe people give us services? (answer: selling us food when hungry; selling us food when not near home) Why is working in a restaurant interesting? (answer: enjoy working for people; enjoy meeting people; enjoy cooking)

Procedure:

In the classroom the children will be in an informal group atmosphere with a variety of different groupings. All children should be involved in the class discussion. If the concepts are misunderstood the teacher will guide the child's thinking. She will encourage discussion.

OUTPUT:

All children will participate in these activities limited only by time factors.

* Children will help make money to exchange for services.

* Field trip to a restaurant.

* Role play workers in a restaurant.

OUTPUT (continued)

* A section of the classroom should be organized as a restaurant. Decorate it and set the table.

* Advertise.

* Make kool-aid and cookies to sell in their restaurant.

* Maintain the restaurant by performing task with students from other rooms purchasing kool-aid and cookies.

* Wash dishes, clear tables, get restaurant ready for the next day.

* Count the money earned.

* Count expenses involved.

* Arrive at net earnings.

* Decide how the money will be invested.

* Choices for investment: new products to sell with business, etc.; savings as a cushion; pay for the workers.

EVALUATION:

Outcome:

Children will demonstrate knowledge of the need for restaurant services by writing or telling a humorous story entitled, NO RESTAURANTS, which points out what problems arise in a town where there are no restaurants.

# WHAT IS A COMMUNITY?

Primary Awareness: Career

Subject: Social Studies

Piloted by: Judy Bruchhof

REFERENCES:

Library books geared to the community and careers.
ERCSSP The Metropolitan Community, Roderick D. McKenzie, Russell, N.Y., N.Y.
Scott Foresman - Metropolitan Communities
SRA Our Working World, Cities at Work, Chicago, Ill.
SVE Picture Study Prints, Singer Co., Chicago, Ill.
National Dairy Council, "What Will I Be From A to Z?"
Filmstrips:
"A City Is People At Work"
"A City Is Services"
"A City Is People At Leisure"
Resource people, parents, school personnel
Occupational Information Handbook

INSTRUCTIONAL OBJECTIVES:

Given a study of precisely what a community is, students will be able to:

* name (or list) some local community jobs (small town) and large city jobs.

* state the similarities and differences of the above jobs. (making comparisions)

* tell why there are similarities and differences (geographical location, etc.)

INPUT:

* The teacher will encourage a pupil-teacher discussion about "What is a Community?" Use poem, "What is a City?" SRA Book.

* The teacher will lead in a student discussion of "A City Community--People at Work". (Could use brainstorming, small group buzz session and/or filmstrip.)

* The teacher will acquaint children with the clusters of job families found in the community.

Procedure:

Large group for filmstrip; brainstorming.
Small groups for buzz sessions.

OUTPUT:

* Collect pictures and mount on a poster local community jobs from the local newspaper. Each one (or partners) choose one of the jobs to report on. Also, prepare and show an appropriate filmstrip if available.

* Collect pictures of large city jobs from newspapers and magazines (do the same as above). Could, also, dramatize the job.

* Study the Sunday edition of a big-city newspaper. Investigate the newspaper for evidence of choice in jobs. (Want-ad section) Mount on a poster. Report on one (or several) related filmstrips. Could, also, look for choice of goods and services and correlate related jobs. Choose leisure-time activities and correlate related jobs.

* (Related to #1 and #2) Dramatize different kinds of workers found in the city. Tell how their work is important to the city. Workers could represent business, professions, industry and government.

* Use yellow pages of the telephone book and make up a list of occupations for each letter of the alphabet. Report on one job.

* Field trips.

EVALUATION:

Level of Performance:

* Children are able to locate resource material and to use it to accomplish the instructional objectives.

* Children are able to work together in a group accepting suggestions, making decisions, and assuming responsibility.

* Children will show progress in understanding concepts on simple pre-test and post-test.

# WHAT WILL I BE FROM A TO Z?

Primary

Awareness: Career

Subject: Reading

REFERENCES:

Part of Multi-Text

| | | | |
|---|---|---|---|
| Air Plane Pilot | Farmer | Librarian | Quarterback |
| Baker | Homemaker | Milkman | Teacher |
| Cowboy | Ice Cream Maker | Nurse | U.S. Congressman |
| Doctor | Judge | Office Worker | Violinist |
| Engineer | Kennel Owner | Policeman | X-ray man |

What Will I Be From A to Z?
Donald Gelb, National Dairy Council, Chicago, 60606 Cyp, 1971

INSTRUCTIONAL OBJECTIVE:

Given the alphabet and the necessity of exposing children to a wide variety of occupations, the children will read or be read to from WHAT WILL I BE FROM A TO Z? It may be that the instructor can put some stories on cassette having children watch the words as she reads orally.

INPUT:

The following ideas will be expressed:

* Many workers provide services of a wide variety.

* Work provides satisfactions, and the expression of self.

* Work has dignity.

* Good thoughts and ethics lead to "a job well done".

* Certain tasks are performed by special workers.

The teacher may assign work in a variety of ways. Simple puzzles may be made by the children and exchanged for a variety of work experiences. Working with the puzzles provides excellent vocabulary work. Perhaps buddies could best be used for puzzle construction. Small groups could share working puzzles.

Self-awareness could be stressed through small group study, contributions, puzzles, and buzz sessions. Children could discuss their strengths, their weaknesses, and tell what jobs they read about where their personality traits would fit best.

OUTPUT:

Students will take part in reporting information available to be read in a variety of ways. They may wish to make up worker costumes and write playlets with the information gained from the book.

EVALUATION:

Hopefully, the student will be able to read or listen to the book with considerable comprehension.